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TEACHER'S SOURCE BOOK

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LANGUAGE EXPERIENCE READING PROGRAM

TEACHER'S SOURCE BOOK

LEVEL 4

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LANGUAGE EXPERIENCE READING PROGRAM

TEACHER'S SOURCE BOOK

LEVEL 4

PART 1

**SUGGESTIONS FOR PROGRAM ORGANIZATION
(Blocks 86-133)**

and

INTEGRATED LANGUAGE UNITS

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Helen Wing for her poem "Other Children."

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IDEAS FOR TEACHING LANGUAGE

The average child's development of the ability to communicate through language follows a definite order, with each new skill learned building upon, and interacting with, established ones. At first, communication is principally a receptive art. Listening provides a basis for learning the other communication skills. As the infant listens to the sounds around him, he learns to discriminate among them and respond appropriately. In time, he listens, he imitates, and he develops the second communication skill — speaking. The level of ability he attains in speaking will depend in part on the model to which he has listened and which he has subsequently imitated; and on many other factors related to his physical, mental, social, and emotional growth.

Listening and speaking, while they are recognized as the most frequently used of the communication skills, limit their users to direct communication. If a person is to receive communications from past ages or from contemporaries beyond personal contact (notwithstanding the scope offered by radio, TV, tape recorders, telephones, etc.), he must develop some facility in the third communication skill — reading. Similarly, he can express his own

thoughts to others only through personal contact with a listener until he learns to write.

The four communication skills are so closely interrelated that, while a hierarchy of beginning development has been set up, it is recognized that subsequent growth occurs simultaneously; that the level of proficiency in each skill may influence that attained in the others; and that the level of proficiency in each skill influences the nature of the communications made by using it. For example, the child who has not developed facility in listening may (a) partially or incorrectly receive a communication, (b) compensate for his poor listening habits by over-use of reading as a means of receiving communications, (c) develop poor speech habits because he does not listen well to models, (d) develop problems in reading as a result of an inadequate meaning vocabulary, (e) express himself inadequately in writing because of the oral models provided by his listening and speaking.

Because the development of the four communication skills is interdependent and interrelated, it would appear that their teaching in the schools should be likewise interrelated.

THE LANGUAGE EXPERIENCE READING PROGRAM

The Language Experience Reading Program is a complete language program. It is designed to develop children's ability to listen, to speak, to write, and to read.

Principles on which the Program is based

1. Language is the symbolization (either oral or written) of ideas and the interpretation of these symbols.
2. Since ideas result from experience, *language growth and conceptual growth are concomitant.*
3. Language is a single process with four closely related and interdependent facets — listening, speaking, writing, and reading.

Levels of the Program

Because language is a unitary process, it seemed logical to develop an instructional program that recognizes this unity. Levels One and Two of the L.E.R. Program recognized that the child entering school has already attained a high level of competence in using oral language (speaking and listening) to manipulate ideas. To ensure that written language would be equally meaningful, children were encouraged to express their ideas orally, to observe the teacher recording these ideas, to listen as she *read* them, and eventually to read for themselves. In this way, children came to regard writing and reading as a means of expressing and receiving ideas, just as earlier they had learned to use speaking and listening for this purpose. At Level Two, children were also introduced to reading from books.

Level Three of the L.E.R. Program stressed concomitant development in the four aspects of language, while emphasizing growth towards independence in reading.

Level Four continues to promote proficiency in listening, speaking, reading, and writing.

In any classroom it is to be expected that children with different needs and abilities will be working at different points in the program. In some classes there may be groups working at different levels of the L.E.R. Program; in other classes groups may be working at several points within the same Level. In all cases pupils should be encouraged to proceed through the program at a rate which allows for mastery of essential skills and provides maximum stimulation.

Even in situations in which pupils are streamed, teachers must divide their pupils into small groups for language instruction. Only then can pupils interact, refining their language skills, testing their ideas in the peer group, and revealing to the teacher their language and experiential background. It is in the small reading group that thinking skills can be developed most effectively.

Total Language Experience

Basic to the entire Language Experience Reading Program is the assumption that language grows in relation to the ideas the child wants to express and his enthusiasm for learning new ideas. At Level Four it is still important that teachers take time to enrich the experiential background of pupils and to ensure that they acquire the language symbols needed to describe their experiences.

Speaking and listening vocabularies, and skilled oral language usage, will develop only if the teacher allows ample time for children to talk about their ideas. While the exchange of ideas among the pupils will serve to clarify their thinking and extend their vocabularies, the teacher must be alert to note vague or incorrect

statements and imprecise or inaccurate word usage. Acting as a group member she can refine the children's thinking and their use of language.

Such oral language activities have high intrinsic value; but they are also essential to provide the language facility and background knowledge which is the foundation for successful reading and writing.

The L.E.R. Program emphasizes the extension and clarification of children's own experience through discussion and writing. The themes of the selections in the reader *Out and Away* extend and enrich these experiences. Thoughtful interpretation of reader selections is possible because the preparatory oral and

written activities focus children's thinking on the related background knowledge. Follow-up writing has the child relate his own experience to the vicarious experience gained through reading.

Thus for each reader selection, pupils participate in a total language experience. They listen and speak as they exchange ideas related to a particular theme. They write, either in a group or individually, about the ideas discussed, thus strengthening their understanding of both the relationship between speaking and writing, and the concepts basic to interpreting the reader story. Then they read the related selection *Out and Away* and obtain new insights into, or new information about,

the theme. Following the reading they again talk, listen, and write, to relate the ideas gained from the reading to those brought out in the preparatory discussion.

This application of the four language arts to a single set of ideas comprises the Integrated Language Unit.

Participation in such language activities presupposes that pupils have acquired and can apply fundamental language skills. Therefore, in the L.E.R. Program, sequences of lessons to ensure growth in basic skills are provided. The teacher can refine the *application* of such skills as pupils take part in the activities centred on the reader selection.

OUT AND AWAY

Units { The pupils' reader for Level Four of the Language Experience Reading Program is titled *Out and Away*. The reader is divided into five sections, each centring on one broad area of human experience. Each selection (in the first four sections) has a "theme" that provides the topic for the oral discussion that is preparatory to reading.

Section One: "On My Own" is concerned with the individual. The selections were chosen to present thought-provoking situations and ideas that relate to the children's own lives, and to introduce children to the dreams and accomplishments of noted Canadians.

Section Two: "People I Know" presents selections that deal with the relationships among individuals; for example, peer relationships, relationships among family members, feelings toward older people, and so on.

Section Three: "Living with Others" broadens the pupils' horizons to the ideas of living within a society. Sample themes are: government maintains institutions for the education and enjoyment of citizens (the zoo); there are many kinds of work in our society; government functions for the benefit of the people, and so on.

Section Four: "All Around Us" focusses on the relationship of the individual to the world around him. The selections were chosen to highlight some important ideas about the physical world. Some scientific writing is included to help pupils learn to read this kind of writing.

Section Five: "Imagine That!" includes fanciful stories, old tales, legends, amusing poetry, and a play.

TEACHER'S SOURCE BOOK

The *Teacher's Source Book* has been organized to facilitate the teacher's planning of an integrated program in language.

The *Teacher's Source Book* is organized in five parts:

- Part 1: Block Organization including an outline of the skills lessons and the Integrated Language Unit.
- Part 2: Word Perception Lessons
- Part 3: Spelling
- Part 4: Interpretation Lessons
- Part 5: Listening Lessons

(Note that the *Teacher's Source Book* is available in a complete edition or in two books: Part 1 and Parts 2 to 5.)

The Block Organization

The work of the program is organized in blocks. Each block contains: (1) listening lesson(s), (2) word perception lesson(s), (3) interpretation lesson(s), (4) spelling activities, (5) an integrated language unit: oral discussion and writing centred on the theme related to the reader selection, a reader selection, and related activities.

The blocks are numbered consecutively from Level One through Level Five. This sequential numbering facilitates the use of the program in many types of school

all.

organization — graded, ungraded, streamed, division, etc. It also helps teachers to keep records of pupils' progress and to communicate this easily to other teachers. Level Four consists of Blocks 86 to 133.

At the beginning of each block there is a listing of the skills lessons to be taught in that block — and it refers the teacher to the appropriate pages in Parts 2 to 5. Following this list of skills lessons are the lesson outlines for the various parts of the Integrated Language Unit.

Part 1 INTEGRATED LANGUAGE UNITS

A. Developing the Unit Theme

1. Oral Discussion

The oral discussion is expected to (1) check and extend pupils' knowledge of the concepts basic to understanding the reader selection, (2) develop skill in oral expression.

If children are to read with understanding, they must be able to relate the ideas in the selection to their own experience. The oral discussion focusses attention on the theme as given in the Source Book and helps children to share and organize their ideas about it. Occasionally no discussion will be forthcoming; this indicates that there is a deficiency in the children's background knowledge, and the necessary experience must be provided before the reader selection is taught. If reading is to be a meaningful experience, it is essential that children are not asked to read with insufficient preparation.

The oral discussion is essential as preparation for the reader selection, but it is also a key activity in an oral language program. As they carry on the discussion, children learn to express their ideas clearly and precisely; and they learn to listen to and evaluate the ideas of others. They also learn to use language in a social setting, which requires: accepting responsibility for contributing, allowing others time to speak, listening carefully and responding thoughtfully. If there is to be growth in oral language, the teacher must accept responsibility for helping children to acquire a more extensive and precise vocabulary and to develop language patterns adequate for their communication needs.

A discussion is a sharing of ideas; it is not a question-and-answer period. During a discussion children should learn to listen to, and respond to, ideas presented by members of a group. Once the discussion has been initiated, the teacher

becomes a group member (albeit the group leader, especially in the beginning) and participates accordingly. The teacher must recognize that the children are just learning to take part in a discussion and that skill in discussing develops only gradually. If the oral language program for Levels One, Two, and Three has been conscientiously carried out, most children will participate independently in a discussion group. However, teachers still may have to prompt a response to a child's contribution — "What do you think of that, Mary?"; "Have you anything to add, Johnny?" To ensure participation of all group members the teacher may have to continue prompting some individuals. Teachers should remember that children need time to think about and organize their ideas for presentation. If a response is not immediately forthcoming, it is usually wise to wait before commenting. If it becomes obvious that the children have nothing to say, the teacher may want to make a contribution to re-direct their thinking.

Discussion groups must be small in number. Most teachers agree that the most effective group is one with six to eight members. If improvement in oral language is the objective, it follows that each child must have an opportunity to talk as well as to listen. If the group is too large, there is a tendency for the teacher to talk more herself to control the group, and for a few verbal children to dominate the discussion.

Children will carry on a discussion much more freely if they are sitting in a group with the teacher. The arrangement of desks in many classrooms is not conducive to a face-to-face discussion. Chairs can be placed in a circular arrangement for discussions, or teacher and children can sit in a group on the floor.

2. Writing – Group Compositions

To effectively establish for children the relationship between the spoken and the written word, writing should follow the oral discussion. Children see their oral language represented in written symbols and thus learn that *any* ideas they can express orally can also be represented in writing.

While much of the writing will be individual, often the writing that follows the oral discussion should still be a group activity with the pupils dictating to the teacher recorder. Thus the writing can provide an opportunity for the teacher to develop skills basic to good written expression:

- (1) Pupils learn to select and organize the important ideas brought out in the oral discussion;
- (2) Pupils learn to express these ideas in a way that is suitable to the written form. For example, thought units in oral language are not necessarily complete sentences; written expression is usually in sentence form.
- (3) Pupils learn that there are a variety of written forms (poetry, story, essay, conversation, etc.) and that the form should be chosen in harmony with the topic and purpose of writing.

- (4) Pupils learn the conventions of English written form: spacing between words, capitalization, punctuation, spelling.
- (5) Pupils learn to evaluate and revise first drafts of writing. Children will learn this only if teachers record the exact language patterns given by the pupils and then guide their thinking as they strive to improve their original work. At this level revising the group composition might well be a separate lesson in a later period. Children can be taught to look at their writing objectively, and to work at improving a single aspect, such as topic sentence, sequence of ideas, or choice of words.

The writing of group compositions is of particular value for slower-learning pupils. These pupils require help with the mechanics of writing for a longer period. In addition, they profit from working in a group in organizing and expressing their ideas. Teachers should remember that in many instances the difficulty that these pupils have in writing stems from a lack of proficiency in oral language.

B. Reader Selection

1. Vocabulary

In the L.E.R. Program, no artificial controls have been imposed on the vocabulary of the reader selections. However, in Level Four, as in Levels Two and Three, a certain number of words were singled out for emphasis in each block. These words form the *Core Vocabulary*. The words of the core vocabulary were chosen because of their high frequency of use in both oral and written language and because of their difficulty for children in reading, and writing. Most of the core

vocabulary consisted of that class of words called “function words” by the linguists. These “function words” form much of the structure of English. They are used to relate ideas and they frequently provide cues to the “functions” of the main form classes of words. Most of these words have meaning only in context.

The teacher should check the recognition of the words of the core vocabulary during the reading of the story,

or in the preparatory writing activity or in a chalkboard exercise. Since most of these words have meaning only in context, it is extremely important that they not be read in isolation.

It is well to remember that these words occur with great frequency in all forms of language communication, and mastery of them is extremely important. However, because of their frequency of use, sufficient repetition to ensure mastery occurs in normal reading situations if the teacher consistently directs attention to them. Unrelated drills should not be necessary.

The words from the *Core Vocabulary* of Level Three are reviewed in Level Four. A certain number of these words are assigned to each block. The teacher should check pupils' recognition of these words. Specific exercises should be used only when pupils are experiencing undue difficulty.

Since no artificial controls have been imposed on the vocabulary used in the reader selections, children will be expected to read many unfamiliar words. This should not present a problem if they have been taught to use word perception skills effectively and independently. Except in unusual cases (for example, a place name) teachers should not present the words before the reading. The most important factor in the discovery of unknown words is the acceptance by the pupil of his responsibility for finding out what they are and his willingness to try out possible words, and accept or reject them on the basis of all available clues provided by the context (picture and verbal) and the structure and spelling of the word. The proficient reader, even at this level, is able to recognize that a word is unfamiliar and use the necessary word perception clues to figure out what it is. The teacher will, of course, direct attention to context clues and important

phonetic or structural clues when necessary. She will also make sure that children develop the habit of always checking in context any word that they have discovered for themselves.

While it is impossible to know which words will be unfamiliar to any particular child, words that are important in obtaining the meaning of the selection have been listed at the beginning of each reader selection lesson plan. This merely indicates that pupils likely will have to use their knowledge of word perception to read them, and the teacher should be prepared to give assistance where necessary. This assistance will most often take the form of help in using contextual clues.

Teachers should recognize, of course, that the acquisition of word perception skills is a gradual process and that occasionally children will have to be told a word. Words that are phonetically irregular and/or words that cannot be identified from the context should be presented (for example, *tongue, emu, helter-skelter*; proper names such as *Oromocto*; etc.). These words will not be drilled but will simply be identified for the pupils immediately prior to reading a particular page or selection.

Children have had much experience reading words that are unfamiliar in written form, both in their group compositions and in reader selections of Levels Two and Three. Directed use of word perception skills in all reading activities prepares children for the challenge of unfamiliar written words.

Teachers should not be concerned if children do not remember every word used in a selection. The acquisition of an extensive sight vocabulary is a gradual and cumulative process. Experience has shown that it results from wide reading-and-writing experience rather than from drill on a small number of words.

2. Directing the Reading

The preparatory oral and written activities dealt with the pupils' experience as it relates to the story theme. Since pupils' attention has been directed to the background necessary for understanding the selection, there is no need for extensive introduction. Often the presentation of the title is sufficient. Telling parts of the story before pupils read will only detract from their enjoyment of reading it for themselves.

Reading a selection in the reader should be an enjoyable experience for pupils. Discussion should be pertinent and brief. In the planning of the Language Experience Reading Program, one particular interpretation skill was chosen for emphasis in each selection. It is important that teachers adhere closely to the skills suggested, since a total program has been organized to provide for sequential development of each skill.

Questioning

The questions suggested in the Source Book focus mainly on the skill listed for emphasis. These questions are included in the Source Book because good questions that direct children's thinking (except to mere details) cannot be composed on the spur of the moment. Questioning is the tool that teachers use to make children think; on it depends the success of reading instruction. If the questions outlined in the Source Book are not used, the teacher must make certain that the questions she devises are planned carefully to establish the correct thought pattern. The Source Book outlines the key questions to be use. Teachers may use other questions to follow up particular interests of the class.

In many instances the questions will provoke different responses from different children. This should be encouraged; children need to learn how to react to the ideas of others and how to justify their own ideas and opinions by drawing on their experiences and by referring directly to the selection. Both teachers and pupils should realize that many questions do not have a single right answer. In other cases, where obviously there is a preferred answer or indeed a single right answer, teachers, of course, should not be satisfied with vague, imprecise, or incorrect responses.

One of the most effective ways of teaching children to think logically is to have them organize their ideas and present them to their peers for evaluation. This means that children and teacher together evaluate answers, rather than the teacher alone. This technique lessens the probability that the child's thinking will be cut off by a "No. That's not the right answer," or equally by the the teacher saying merely, "That's right. Very good." Of course, as in the preparatory oral language step, this kind of discussion can be carried on effectively only in a small group. If there are more than eight or ten pupils participating, only the more dominant members have the opportunity to present their ideas.

Reading is thinking. Teachers are aware that there is a wide range of thinking ability represented in most classes. In most classes there are pupils who are able to deal with ideas effectively with a minimum of guidance. Others require further direction. For example, some pupils can be asked an inference question and be expected to locate the relevant details and draw the inference; other pupils need to be asked questions to direct their attention to the pertinent details and be guided to make the inference.

To help the teacher in planning for the varying abilities within her class, two sets of questions have been developed for each reader selection. The questions are outlined in the Source Book in parallel columns. The questions in the B column do not require as much independent thinking as those in the A column and give more guidance to the pupils. Teachers should select the questioning pattern suitable for the small group with which they are working. Occasionally, because of the nature of the skill or the selection,

it seemed advisable that the same questions be used with all pupils.

Frequently pupils should be allowed to read an entire selection without interruption. Discussion guided by the questions from the Source Book, and perhaps re-reading of some sections, should follow.

Pupils using the B pattern of questions will likely need more guidance as they read, and discussion should more often accompany the reading.

Emphasis on Silent Reading

Because most reading is silent reading for ideas, a similar emphasis should occur in reading instruction. It is not desirable that all selections be read orally by all children. Suggestions for oral interpretation, when appropriate, are included in the lesson plan.

Teachers should recognize the distinction between silent reading and oral reading, and this distinction should be reflected in their instructional program. Silent reading, even in a group situation, is an *individual* activity: the individual interacting with the author's ideas. On the other hand, the sole purpose of oral reading is to communicate the author's ideas to an audience. There are therefore distinct differences in the task performed by the silent and oral reader. The job of the silent reader is to interpret the ideas of the author and use them in his own

thinking. Provided that the reader is obtaining the ideas accurately, it is not essential that he identify every single word on the page. (Most adult readers acknowledge that, except in extremely detailed reading, they simply skip over unfamiliar words encountered in their reading.)

The oral reader must not only understand the ideas of the author, be completely familiar with every word, recognize the appropriate intonation patterns that will express adequately the author's ideas, feelings, moods, etc., but he must also be able to project this understanding to an audience. Therefore, lessons in oral reading are as necessary as lessons in silent reading. In L.E.R., lessons in oral interpretation are included in *Part 4* of this *Teacher's Source Book* — "Interpretation."

3. Following the Reading

Follow-up activities are suggested to extend the children's thinking initiated by the reader selection. These include:

- (1) Poems for the teacher to read: The poetry has been chosen because the ideas are similar to, or extend, the ideas of the reader selections.
- (2) Oral and written language activities.

- (3) Practice Book: For each reader selection, there is a page in *My Practice Book* to be used independently by the pupils, either individually or in groups. These pages are designed to check understanding of ideas, to provide an extension of the ideas of the selection, or to develop further an interpretation skill. (See page 16.)

C. Activities Related to the Block

The teacher is again reminded that language develops in relation to ideas. In each block of work, in the material provided for reading and listening lessons, children meet many new, stimulating ideas. It is wise to capitalize on this fund of ideas in oral and written language activities. Therefore, in the section titled "Activities Related to Block ----," many suggestions are given for having pupils use oral and written language. Such activities usually demand that the pupils have assimilated the ideas in the selections and use them as springboards to create original situations for speaking and writing.

The related activities are placed at the end of the block so that teachers can capitalize on all the material presented in the block in co-ordinating all four aspects of language.

Though teachers will be unable to use *all* the suggestions provided, it is very important that at least some of these activities be used in each block. The activities that are considered essential are marked with an asterisk. Because many of the activities are designed for independent work, they can be interspersed in the block to provide worthwhile seat-work.

WRITING

If pupils are to develop proficiency in writing, they must be given many opportunities to write. However, quantity of writing alone will not develop quality. It is important that children develop standards for writing and learn to evaluate their own work using these standards. During the writing of group compositions, teachers can direct children in considering their written work thoughtfully and revising it to meet acceptable standards of sequence, clarity, precise word usage, mechanics, and to encourage originality of expression.

Writing can be evaluated by the teacher, the group, and the individual himself. The teacher's evaluation should be carried out with the individual child and should be directed mainly at the ideas and the way they are expressed rather than at the mechanics (spelling, punctuation,

etc.) alone. This does not mean that mechanics are unimportant; rather it is a reminder to teachers that mastery of mechanics develops gradually as pupils write and read.

It is easier for children to evaluate someone else's writing than their own. It is often advisable to have an individual read his writing to a small group. The teacher can then direct the group in thinking about the writing — its strengths and points for improvement.

From the very beginning pupils should be encouraged to proofread their own writing before asking any other person to read it. Pupils should keep a file of all their writing. As mastery of the mechanics of writing develops, they can return to their own earlier writing for practice in proofreading.

Part 2 WORD PERCEPTION LESSONS

Part 2 presents a sequential program in word perception skills: context clues, phonetic analysis, structural analysis, and using the dictionary. The Table of Contents for Part 2 gives the teacher an overview of the program. The lessons have been organized in a separate section (1) to enable the teacher to pace the program to suit the needs of her pupils; (2) to allow her to become acquainted with the total program quickly; (3) to facilitate locating material for review and re-teaching.

Lessons in Part 2 are keyed into the block structure. The lessons suggested for use with each block, and their accompanying Practice Book exercises,

are listed on the first page of each Block in Part 1 of the Source Book.

The lessons of Part 2 are intended to teach essential knowledge of how words are written and the way in which such knowledge can be applied in reading. The teacher directs the application of the skills thus developed as pupils read selections such as those in the reader. *Teachers must recognize that word perception skills are useful only if they are applied by the pupils in reading.* There is no value in teaching knowledge about phonics, for example, if pupils do not know how to use it while reading, or if opportunities for independent word recognition are not provided.

Using Context Clues

The most important word perception skill is the use of context. In using context the reader's attention is directed to the meaning of the passage. If he is sensitive to the total meaning and uses phonic clues in conjunction with it, he will be able to identify many words. The use of

context is a carefully reasoned process and should not be confused with guessing. Lesson 59 to 64 of Part 2 teach the use of context in word recognition. It should be noted that these lessons are spread throughout the blocks.

Phonics

Lessons 1 to 58 develop skill in phonetic analysis. A knowledge of the relationship between sound and symbol (that is, the way in which the sounds of oral language are represented by alphabetic symbols) is essential for independence in reading. Since there is not a one-to-one relationship between sound and symbol in English, exceptions must be pointed out.

The teaching of phonics should not be a mechanical process. Children should be presented with many words and guided in forming their own generalizations.

Linguists state that consonant sounds

cannot be pronounced in isolation. Children learn that each letter of the alphabet represents a sound as it occurs in a word. They should recognize, for example, that the letter *r* represents the sound heard at the beginning of words like *run*, *rabbit*, etc.

***Phonics is valuable only as it is applied.**

The teacher must help children to apply their knowledge of phonics to identify unknown words as they read during the word perception lesson, in their Readers and Practice Books, and in *all* reading activities.

Structural Analysis

Lessons 65 to 93 develop skill in structural analysis. Structural analysis is the process of identifying the *meaningful* parts of words — roots, prefixes, suffixes, and inflectional endings. In attacking an unfamiliar word, structural analysis must precede the use of phonics, as a child must isolate the root word before attempting to relate symbol to sound. Often simply through the removal of inflectional endings, a suffix, or a prefix, the root word is recognizable.

The lesson plans as outlined in Part II provide a great deal of material to work with. Since word perception lessons should be short, the teacher should choose from the material to suit her needs or, in some cases, use several short periods to teach the lesson as outlined.

Exercises designed to reinforce the learning of the lessons and to provide opportunities for applying the skills learned are provided in the Practice Book.

Part 3 SPELLING

Spelling is an important part of an integrated program. Language power develops as children learn to understand the ideas of others expressed orally or in writing and to express their own ideas clearly and fluently in speaking and writing. While it is important that children learn to spell correctly, it is recognized that this must be a gradual process, and inability to spell words correctly should not be allowed to interfere with expression of ideas. Just because primary grade children have not completely mastered the spelling of all words and other aspects of the mechanics of writing, they should not be denied the opportunity to communicate their thoughts through writing. Teachers must discriminate between errors in words that the child can be expected to spell correctly (words taught previously in spelling lessons, words of regular phonetic patterns, for example, *fat*, *sat*, *bat*, etc., or very familiar words such as *the*) and spelling errors that result from an honest attempt to use the necessary words to communicate his ideas. In Level Four of the Language Experience Reading Program a planned program in learning to spell correctly is begun.

Part 3 contains suggestions for activities that help pupils to learn to spell, the word lists suggested for each block of work, and specific activities for each block. In each block of work four lists of words are given:

1. Words that are directly related to the phonetic or structure lesson(s) in that block.
2. Words chosen from "Review Words" of the Reading Vocabulary.
3. Other words of high utility for the writing needs of Level Four pupils.
4. A "Test-Study" list. The words in this list are those that most Level Four children have most likely learned to spell independently in Levels Two and Three.

The words in the lists 2, 3, and 4 have have been checked with *The New Iowa Spelling Scale*¹ by Harry A. Greene, *An Integrating Basic Communication Vocabulary* by James A. Fitzgerald² and the lists of Spelling texts in use in the schools.

¹Greene, Harry A., *The New Iowa Spelling Scale*. Iowa City: State University of Iowa, 1954.

²Fitzgerald, James A., "An Integrating Basic Communication Vocabulary," *Elementary English*, March, 1963.

The “Test-Study” list is to be used to check the pupils’ ability to spell words studied previously. It is suggested that the teacher, at the beginning of the block of work, dictate words in this list to the children, have them check their own spelling, and write in their spelling workbook the words that were misspelled (if any). The children should then work on learning the spelling of these words during the next few days.

In any classroom it is to be expected that there will be levels of spelling ability as well as of reading ability. Teachers may have some children, for example, who will be able to handle only the words in the

“Test-Study” list and perhaps some of the words in the phonetic list. There may be others for whom the suggested lists do not include enough words. For these children teachers will need to extend the list with more challenging words. A spelling program should meet the needs of the children using it, and the teacher must adapt any program to her unique situation.

All of the words included in the Spelling Lists are listed for the convenience of the pupils at the end of the work pages in *My Practice Book*. Pupils should use these lists for help in spelling during their writing activities.

Part 4 INTERPRETATION LESSONS

Word perception is just the first step in the reading process. Unless the pupil understands the total meaning intended by the author and integrates it with his own experience, he is not reading. This often entails going beyond the literal meaning of the words to recognize the full implication of what the author has written. Reading requires the use of not one, but many interpretation skills. It is the responsibility of any reading program to teach children to understand and to use the interpretation skills.

Stories to Study

The Language Experience Reading Program recognizes the importance of teaching interpretation and so provides a special series of lessons for this purpose. These lessons are based on material contained in a pupil’s book called *Stories to Study*. This book also contains exercises for independent application of the skill developed in the lesson. Since most of these exercises require pupils to

relate their own experience to the material read, there can be few absolutely right or wrong answers. Teachers should plan to discuss completed exercises with the group, encouraging pupils to justify their answers. To facilitate meeting the needs of the different ability groups, two levels of *Stories to Study* are provided. *Stories to Study A* should be used with pupils of average and above-average reading ability; *Stories to Study B* should be reserved for use with pupils who are experiencing difficulty with reading. In the latter book, the selections are shorter and easier to read, and the exercises designed especially for these slower-moving students.

Teachers should note that in addition to the workbook editions of *Stories to Study* described above, these books are available in hardcover non-consumable editions. All the selections for the interpretation lessons of Part 4 are included in the hardcover books. As well, the questions used to direct children’s thinking about the selections

are incorporated in the pupil's book. Some discussion of the thinking patterns required by each skill is included for the children. Because of these additions, the teacher who uses the hardcover books will have to make some adaptations in the lessons outlined in Part 4 of the *Teacher's Source Book*. She will find, too, that these additions have necessitated some reduction in the number of independent exercises provided for the pupils.

Although directions to the pupils are an integral part of the material in the pupil-book in the hardcover edition, it is strongly recommended that the teacher

use the lessons outlined in the *Teacher's Source Book* and conduct the lessons as a directed, reading-thinking activity.

Lesson plans in Part 4 outline the procedure for the teacher to follow and include questions to focus children's thinking on a particular skill. Again it should be emphasized that questioning is the most important part of a lesson in interpretation.

The lessons of Part 4 are keyed into the block organization so that the skill taught can be immediately applied in the reader selection.

The following interpretation skills are taught:

understanding sentence meaning — direct narration

— connectives

— pronoun reference

understanding the main idea

noting details

recognizing relationships — time

— cause-effect

— sequence

— space

sensing emotional reactions

forming sensory impressions — visual

— auditory

predicting outcomes

inferring

making judgments

drawing conclusions

distinguishing fact, fiction, and fancy (critical reading)

following directions

using a Table of Contents

making an outline

} research skills

Part 5 LISTENING LESSONS

Importance of Listening

The importance of a high degree of skill in listening cannot be questioned. It is recognized that:

- (1) the quality of a child's speech depends in part on the quality of his listening;
- (2) listening with understanding contributes to the development of a broad conceptual background;
- (3) listening with understanding contributes to vocabulary growth;
- (4) listening is the young child's chief method of receiving communications;
- (5) listening is an important social tool.

Instruction in Listening Needed

Research has shown that skill in listening is not an innate ability and that listening habits can be improved by direct instruction. Teachers cannot take for granted that a child listens to what is said, nor can they waive their responsibility by labelling a child "inattentive." They must incorporate into their curriculum a program of instruction in listening.

However, the teacher must also be aware of the importance of establishing and maintaining in all classroom activities the practices (both teacher's and pupils') conducive to good listening. Teachers should evaluate their teaching techniques and their classroom routines from the point of view of the listening habits they promote.

Teacher's Check List of Good Listening Practices

1. Do you usually give instructions clearly, but *once only*, so that the pupils know they must listen?
2. Do you, and your pupils, wait until the class is ready to listen before beginning to speak?
3. *Do you encourage children to listen to their classmates by refraining from repeating pupils' answers?*
4. Do you attempt to ensure that your, and your pupils', contributions to class discussions are worth listening to?
5. Do you try to ensure that your pupils are aware of the purpose of each listening activity?
6. Do you insist that a pupil addressing the group speak so that he can be heard?
7. Do you read interesting stories and poems so that the pupils enjoy listening?
8. Do you adjust your voice to the size of the group and the situation?
9. Do you promote a "quiet room" conducive to good listening by refusing to raise your voice and speak above unnecessary classroom noise?
10. Do you listen attentively whenever a child speaks to you whether in class or out?

Listening Skills

Listening skills are so closely related to reading skills that a co-ordinated plan of instruction would seem logical. While the intake in one case is aural, in the other visual, the interpretation skills are largely the same. The skilful listener and the skilful reader both formulate a purpose for listening or reading, and decide, according to the purpose, how to listen and how to read. Lessons in the Language Experience Reading Program are organized so that the same interpretation skill is introduced in both listening and reading in any one block.

It is expected, too (since it has been found that primary pupils spend over fifty per cent of their school day listening to others), that the learning of the listening lessons will be applied and reinforced throughout the whole school day. Much of the power of the listening

program will be lost if there is no application of the principles and habits of good listening to other situations, particularly in discussion groups, in which children need to listen both to the teacher and to their classmates.

The suggested plan for a lesson, as outlined in the guide, sets a purpose, provides material (a story, poem, or short essay) to be read orally by the teacher, and suggests a procedure that concentrates on the purpose of the lesson. Though procedures may, of course, be modified, teachers should keep in mind the purpose, and endeavor to focus the thinking of the children on the particular skill being emphasized. If this is done, lessons will not be unduly drawn-out, and the possibility of spoiling stories and poetry by over-analysis will be eliminated.

MY PRACTICE BOOK

My Practice Book — Level 4 is an essential part of the language program and should be considered a teaching tool. It contains exercises related to the reader selections and the word perception lessons. (The exercises on interpretation are contained in the special interpretation book, *Stories to Study*.) Many of the exercises are designed for individual, independent practice, but teachers should recognize the advantages to language learning to be found in having two or three pupils co-operate in thinking through an exercise.

Maximum benefit from *My Practice Book* will be gained if pupils have the opportunity to discuss the completed exercises with the teacher and their peers. This situation provides the teacher with the ideal situation to diagnose the pupils' learning.

Throughout the Practice Book certain exercises are designated as "Special Exercises." These are marked with a heavy black arrow. They are designed to challenge the more advanced pupils and should not be attempted by all the children.

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BLOCK 86

I SKILLS LESSONS

A. LISTENING

For the main idea

Lesson 1: page 433*

Lesson 2: page 434

References are to pages
in Part II of this
Teacher's Source Book

B. WORD PERCEPTION

a) Using the context

Lesson 59: page 288

Practice Book: page 1

b) Phonetic analysis – review consonant letters

Lesson 1: page 231

Practice Book: page 2

C. INTERPRETATION

a) Following directions

Lesson 1: page 355

b) Understanding the main idea

Lesson 2: page 356

STORIES TO STUDY A and B: page 1

Lesson 3: page 357

STORIES TO STUDY A and B: pages 2-3

The page numbers given for
STORIES TO STUDY A and B
refer to the soft cover edition.

D. SPELLING

Page 323	Word list	1. an can man ran	2. then
	Test-Study	I see	it is

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme: **1. Oral Discussion** Most pupils have participated in the dramatization of stories in Grade One.
A vivid imagination contributes to the pleasures of reading.
In the discussion bring out the fact that, in addition to acting out the parts of story characters we also imagine we can see them and talk to them. This use of our imagination makes the stories that we read seem very exciting and real to us.
Ask your pupils if they have ever had the feeling of taking part in the story they were reading (or hearing). Discuss the stories and the feeling produced.

2. Writing



Please see the explanation at the beginning of this Source Book.

Suggested topics

- a) The Most Exciting Story I Know
- b) The Story I Like to Act Out and Why
- c) Friends from Another Book

This could either be a group composition or pupils could be asked to write individually. You could choose one topic for the group writing and another for an individual pupil activity at the end of the lesson.

B. READER SELECTION

“KATE’S OTHER FRIENDS”

Theme: A vivid imagination contributes to the pleasures of reading.
(Kate’s other friends are a mystery to Karl and Kim.)

1. Vocabulary



Please see the section on Vocabulary in the Introduction to this Teacher’s Source Book. Check recognition of the following core words. Pages on which they occur are given.

Core words:

Page 3 close(d)
 they
 other

Page 7 another

Review words:

Page 3 then
 said

Page 4 does

Other words:

(These words may need special attention. Check pupil's recognition as they read.)

Page 3 really

Page 6 behind

2. Directing the reading

Have the pupils examine the picture on page 3. Identify the two friends to whom Kate is waving as Karl and Kim.

Present the title and have the pupils give their ideas about the identity of Kate's other friends.



In guiding the silent reading the teacher helps the pupils to set the purpose. This purpose should be related to the listening and interpretation skills taught in the block. This direction by the teacher focusses the pupils' attention on a specific reading skill and thus provides opportunity for the application of the skill in the Reader. In this story the skill is finding the main idea.

As outlined in the Introduction, there are two sets of questions for the Guided Reading. These questions are set down side by side, as you may wish, at times, to use them interchangeably. "Group B" is considered the group that is slower in reading. Since many of these questions are factual in nature, they are set down first. The more difficult questions for the faster-learning pupils are on the right-hand side. Sometimes a question is appropriate for both groups and is shown across both columns.



In many instances a teacher may want the pupils to read the whole selection before discussing it.

Suggested questions for guiding the reading:

Understanding
the main idea

B

A

Page 3

Where do Karl and Kim think Kate's other friends live?

Why are Karl and Kim puzzled about Kate's other friends?

Page 4

The boys find out about one of Kate's other friends. Who is the friend? What does Kate tell the boys about her? How do the boys feel now?

Do the boys believe what Kate tells them about one of her friends? Why do you think this?

Page 5

Which friend does Kate tell the boys about today? Could this friend really live in Kate's house? What does Karl mean when he says, "He must"? (*Be sure the pupils understand that Karl is saying, "It must be true if Kate says so."*)

Kim and Karl find it hard to believe Kate when she tells about her friends. What words tell you this? Which of the boys seems not to believe her?

Who do you think Kate's other friends are?

Page 6

Find out what the boys ask Kate. Where did the boys look for Kate's friends?

How do the boys decide to solve the mystery of Kate's friends?

Page 7

Where did Kate tell the boys to look for her friends? Where did they find them?

Had you guessed who Kate's friends were?

In a follow-up discussion bring out that: (1) Kate enjoyed reading so much that she felt as though the storybook characters were her friends; (2) she wouldn't think of missing her playtime with these exciting friends; (3) while Kate's stories sounded improbable, she actually told no lies; she thought of reading as a playtime with friends.

3. Following the reading

Practice Book



a) Use Practice Book page 3.

Please see the explanation of the Special Exercises in the Practice Book (those marked with an arrow) in the Introduction, Page 12.

Poetry

b) **I'VE GOT A NEW BOOK FROM MY GRANDFATHER HYDE**

I've got a new book from my Grandfather Hyde.
It's skin on the cover and paper inside,
And reads about Arabs and horses and slaves,
And tells how the Caliph of Bagdad behaves.
I'd not take a goat and a dollar beside
For the book that I got from my Grandfather Hyde.

Leroy F. Jackson

c)

THE LAND OF STORY-BOOKS

At evening when the lamp is lit,
Around the fire my parents sit;
They sit at home and talk and sing,
And do not play at anything.

Now, with my little gun, I crawl
All in the dark along the wall,
And follow round the forest track
Away behind the sofa back.

There, in the night, where none can spy,
All in my hunter's camp I lie,
And play at books that I have read
Till it is time to go to bed.

These are the hills, these are the woods,
These are my starry solitudes;
And there the river by whose brink
The roaring lions come to drink.

I see the others far away
As if in firelit camp they lay,
And I, like to an Indian scout,
Around their party prowled about.

So, when my nurse comes in for me,
Home I return across the sea,
And go to bed with backward looks
At my dear Land of Story-books.

Robert Louis Stevenson

C. ACTIVITIES RELATED TO BLOCK 86



The activities marked with an asterisk are considered as essential.

game —
riddles

- *1. Play the game "Storyland." A pupil assumes the identity of a favorite storybook character and another asks questions that will help to discover who the character is. Choose one pupil to begin the play. That pupil will choose a partner from the class and will begin the questioning. The conversation follows this pattern:

"Where do you live?"
 "In Storyland."
 "What are you?"
 "I am (pirate with a hook for an arm)."
 "Oh! You must be (Captain Hook) or,
 How do you do (Captain Hook)."

writing —
justifying
a choice

2. Have each pupil complete the following statement, filling in the blank with a name of his choice and writing a paragraph:

"_____ is my favorite storybook friend because _____."

completing
an outline

- *3. Have pupils complete the following outline:

If I were _____ (a storybook character).
 I would live _____.
 My friends would be _____.
 I would like to _____.
 I might _____ (an incident).

Through discussion, develop the idea of the pupil putting himself into the position of the storybook character.

writing a story

- *Pupils might use the last sentence they completed in the outline as the basis for a more complete story.

Poem

Page 2

OUT AND
AWAY

EVERYBODY SAYS

Read the poem to the pupils.

Ask the pupils which two lines mean almost the same thing.

("I look just like"
 "I'm the image of"

Discuss how the child probably feels. Why do the pupils think she feels that way? Have they ever felt like that? When?

Read the poem again.

BLOCK 87

I SKILLS LESSONS

A. LISTENING

To interpret the direct words of the speaker

Lesson 3: page 436

Lesson 4: page 437

B. WORD PERCEPTION

a) Using the context

Lesson 60: page 289

Practice Book: page 4

b) Phonetic analysis – review consonant letters

Lesson 2: page 232

Practice Book: page 5

C. INTERPRETATION

a) Research skills – using a Table of Contents

Lesson 4: page 358

b) Understanding sentence meaning – direct narration

Lesson 5: page 359

STORIES TO STUDY A and B: page 6

D. SPELLING

Page 325	Word list	1. all call ball fall tall	2. eat	3. mother
	Test-Study	my me	the we	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme: **1. Oral Discussion** Discuss situations in which children learn from older people. Attempt to develop an awareness that children can profit from the experience of their elders and that they can avoid many problems by following their advice. Avoid suggesting an attitude of over-dependence; stress the necessity for interest and effort on the part of the learner.

The young acquire knowledge from older people.

2. Writing

Suggested topics

- a) What we can learn from:
 - the coach of the "little league" hockey team;
 - a brother who is in high school;
 - a brother who is in the fourth grade;
 - the school caretaker; etc.
- b) People who teach us.
- c) What animals teach their young.

B. READER SELECTION

"THE POLITEST GIRAFFE IN AFRICA"

Theme The young acquire knowledge from older people.
(Jerry really wasn't very polite — until his mother told him a secret.)

1. Vocabulary

Core words:

Page 9 really

Page 10 only

Review words:

Page 8 eat

Page 9 could
know
all

Other words:

Page 8 both Page 10 higher
suddenly

Page 9 polite Page 11 important
careful blew

Page 13 excuse

2. Directing the reading

Present the story title. Relate it to the illustration on page 8. Consider briefly the nature of the African jungle in which the giraffe lives.



Emphasis in this reading will be on the understanding of direct narration. Oral reading will help the pupils to develop a fuller understanding of the contribution of direct narration to story interest. However, the good silent reader also interprets and enjoys direct narration as he reads. It is suggested that in some cases the pupils *think* about, and discuss the feelings and ideas expressed without having them interpreted orally.

If necessary, review briefly the use of quotation marks before beginning.

Suggested questions to guide the reading:

	B	A
Page 8	Discuss the significance of the spelling of "awaaaaay."	
Direct narration	Who taught Jerry how to get his breakfast?	How did Jerry surprise the bird? How close did he come?
Page 9	<i>(Discuss the conversation between Jerry and the bird. Bring out the feelings of the speaker. Have each speech read orally to interpret the feeling.)</i> How do you think the monkey spoke?	
Page 10	What did Jerry tell the monkey? Read his exact words. Read the monkey's answer. Why did Jerry cry?	What solution to his problem did Jerry think of? Read the line that tells how it made him feel.
	Who said, "What's the matter, Jerry?" - - - -	
Page 11	Which word tells how Jerry spoke? Does Mother understand Jerry's question? What had Mother Giraffe forgotten? Why does she <i>whisper</i> , "Anyone home?"	Read this page, watching for clues that tell how the characters spoke. <i>(Discuss the mother giraffe's second speech when the clues are all in the context of the speech.)</i> Read orally the conversation between the two giraffes.
Page 12	<i>Have two pupils take the parts of the giraffes and read the page orally. Only the direct words of the speaker should be read. (Be sure to have preparatory silent reading.)</i>	
Page 13	What did Jerry do the next time he was hungry? Show how he was answered.	What happened the first time Jerry followed his mother's advice?
	How did Jerry earn the title "the politest giraffe in Africa"?	

3. Following the reading

Practice Book

a) Use Practice Book page 6.

C. ACTIVITIES RELATED TO BLOCK 87

completing
sentences

1. Write open-ended sentences related to the story, "The Politest Giraffe in Africa," and have the pupils complete them.

Jerry Giraffe was _____ .
When Mrs. Bird saw Jerry, _____ .
The little monkey _____ .

writing a
paragraph

- *2. Ask the pupils if they ever teach someone younger and less experienced; for example, a younger brother or sister, a new boy or girl at school, or a pet. Have the pupils write a paragraph about a situation of their choice.

justifying
a choice

3. Have the pupils complete the following:
"If I wanted to learn about (specify certain things) I would ask _____
because _____."

(related to
Interpretation
Lesson 5)
writing a
conversation

- *4. Have the pupils suppose that the mouse and the lion met again six months later. Have them write the conversation that might take place. Remind them to show, by using quotation marks, the words of the speaker.

BLOCK 88

I SKILLS LESSONS

A. LISTENING

For details

Lesson 5: page 438

Lesson 6: page 439

B. WORD PERCEPTION

Phonetic analysis – review consonant blends

Lesson 3: page 233

Practice Book: page 7

Lesson 4: page 235

C. INTERPRETATION

Noting details

Lesson 6: page 360

STORIES TO STUDY A and B: pages 2-3

Lesson 7: page 361

STORIES TO STUDY A and B: page 8

D. SPELLING

Page 325	Word list	1. green brown tree	2. have any	3. dolls cars
	Test-Study	doll car	an at	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Hobbies are
usually
related to
each person's
interest.

1. **Oral Discussion** Most pupils will have "saved" things even if they haven't used the word "collection" to describe their treasures. As they tell which things they collect, list them on the board under two headings, "boys" and "girls." Then ask for things collected by parents and older brothers and sisters. List these in separate columns. In discussion bring out that we collect things because we're interested in them or in something related to them. Certain objects are more popular with collectors than are others. Boys are more likely to collect certain things, girls other things. Some things are collected by people of either sex, and of varied ages, (stamps, coins). The people who collect get pleasure and satisfaction from their collections. So do others who view the collections.

2. Writing

Suggested
topics

- a) List of things that make interesting collections.
- b) List of collections in the classroom.
- c) A description of a specific collection.
- d) Write a story: "I Had to Throw Away My Collection."

B. READER SELECTION

"COLLECTION DAY"

Theme Hobbies are usually related to each person's interest.
(Jimmie finds out that he has a collection too.)

1. Vocabulary

Core words:

Page 15 some
thing
everyone

Page 16 everything
anything

Review words:

Page 14 show
have
bring

Page 16 any

Other words:

Page 14 world Page 17 beautiful
surely

Page 15 countries model
collect
soldiers

Page 16 remember

2. Directing the reading

Introduce the title and refer to the picture on page 14. Have the pupils note the setting, then ask for suggestions about the meaning of the title. The pupils are used to showing things at school. ("Show and Tell time" in Grade One) They may also have had special days for showing pets or flowers or books. From this common experience of *a day* for a special thing, you can lead into the idea of a special day for showing collections.



Some pages in this story are long and full of detail. For the silent reading, specific amounts are designated, by page, paragraphs, or lines.

Noting details

The following suggestions are presented for use in directing pupils to look for details in this selection.



Pupils listen as you give the comments or questions and designate the amount to be read. They then read silently. Following this, their answers are given orally, in their own words, unless you specifically ask that they read from the book. Discussion of the answers may or may not follow each section. Sometimes discussion will not take place until several pages have been read silently.

Suggested questions for guiding the reading:

	<div>B</div>	<div>A</div>
Page 14 (Para. 1)	What kind of show were the children going to have? When?	What was "Collection Day"? When was it to be? What collections did Molly and Joe have?
(Para. 2 and 3)	What could Molly bring? How many?	
(rest of page)	What was Joe's collection?	
Page 15 (Lines 1-11)	What was special about Peter's collection of stones?	What was Peter's collection like?
	Why didn't Jimmie ask to bring his collection? Why was he not excited?	
Page 15 (Lines 12-15)	Jane, John, Tom and Bill had collections too. What were they?	(Lines 12-21) Four other children had collections. What were they? Why didn't Jimmie have a collection?
(rest of page)	Why didn't Jimmie have a collection?	
Page 16 (Para. 1)	What did Jimmie do when he went to his room? What did he think about?	When Jimmie thought of a collection what did he think of?
(Para. 2)	What did Jimmie do when he wasn't happy? He did this at other times too. When?	When did Jimmie like to draw?
Page 17 (Para. 1)	Jimmie made two pictures. What was in each one?	Describe the house and the tree that Jimmie drew.

	B		A
(rest of page)	Jimmie thought that if he saw some other collections he might be able to think of something to collect himself. But it didn't work that way. He just wanted to draw what he saw. What did he see to draw at Jane's? Tom's? Bill's houses?		What did Jimmie draw next? How did he get his idea?
Page 18 (Para. 1)	What had Jimmie decided about his collection by Friday?		On Friday what did Jimmie and the other children do?
(Para. 2)	What did the other children do? What did Jimmie do?		
(Para. 3)	What happened after everyone had examined the collections?		
Page 19 (Para. 1)	What dolls did Molly tell about? How many children couldn't tell about their collections?		What happened after everyone had examined the collections? What did Jimmie have to say for himself? How did he feel?
(rest of page)	What did Jimmie tell Miss Smith about his collection? What was her answer?		
Pages 20-21	What kind of book did Miss Smith think Jimmie had? What did Jimmie think of his book? What did Miss Smith think of it? What did the children think of it?		How did the class get to see Jimmie's book? What did Jimmie—Miss Smith—the rest of the children—think of his book?

Comment briefly on the fact that Jimmie was interested in drawing, and liked it and that it *really* was his hobby. He didn't even realize that he had a "collection" because it was so different from those of the other children.

3. Following the reading

Practice Book

- a) Use Practice Book page 8.
- b) Have a Collection Day as described in the story.

C. ACTIVITIES RELATED TO BLOCK 88

making a collection of drawings	1. Have each pupil draw a picture of something he collects or would like to collect. Fasten the drawings together in book form. Have a cover made titled <i>Our Collection</i> .
writing a note	*2. Discuss what one would do if he were interested in knowing more about a certain person's collection. Develop co-operatively the outline of a note asking for information. Have the pupils each write actual notes.
(related to Listening Lesson 5) justifying a choice	3. In the poem "Thanksgiving Magic," the child likes best the magic made by cooks. Have the pupils tell, either in drawings or in writing, what kind of magic each of them prefers. Remind the pupils that they should tell <i>why</i> they prefer this kind.
oral description	*4. Have pupils describe orally for the class, or a group of pupils, a collection they have seen. When the speaker is finished, have the audience ask questions of the speaker. Remind the audience to frame their questions carefully, so that the speaker knows what the question means.

BLOCK 89

I SKILLS LESSONS

A. LISTENING

For sensory images – visual

Lesson 7: page 440

Lesson 8: page 441

B. WORD PERCEPTION

Phonetic analysis – review consonant digraphs

Lesson 5: page 236

Practice Book: page 9

Lesson 6: page 238

C. INTERPRETATION

Forming sensory impressions – visual

Lesson 8: page 362

STORIES TO STUDY A: pages 10-11

STORIES TO STUDY B: page 10

D. SPELLING

Page 325	Word list	1. they	2. help	3. story
		that		
		why		
		when		
	Test-Study	am	do	
		come	he	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
The beauty
of nature can
enrich our lives.

1. Oral Discussion Discuss the beauty of our natural surroundings, directing attention to the many things we “see” every day but which are so taken for granted their beauty passes unnoticed.

2. Writing

Suggested
topics

a) A description of something familiar to all your pupils. (A tree in the school yard in its autumn colors; a local scene; a flower.)
b) Winter beauty.
c) “The Most Wonderful Color.”

B. READER SELECTION

“MARY ANN OF THE NORTH”

Theme

The beauty of nature can enrich our lives.
(Mary Ann was enchanted by the beautiful dancing northern lights.)

1. Vocabulary

Core words:

Page 22 each

Page 24 than

Review words:

Page 22 help(ed)

Page 27 about

Other words:

Page 22	Alberta northern forest ranger	Page 24	aglow streamers Aurora Borealis northern lights
Page 23	correspondence school language lesson Edmonton	Page 25	Prince
		Page 28	moon beam flew

2. Directing the reading

Present the story title. On a map of Canada, point out where Mary Ann lives. Show the picture of Mary Ann’s home.



It is essential to the understanding of this story that the pupils distinguish between Mary Ann’s imaginings and the narrative of the real events.

The nature of the discussion of the first two pages will depend on the experience of your pupils. Be sure they recognize the isolation of Mary Ann's home and the service provided by the correspondence school. Do not interrupt the story with an *extended* discussion but you may wish to deal with the subject at greater length as a follow-up activity.

Forming
sensory
impressions—
visual

Suggested questions for guiding the reading:

B

A

Page 22

Where is Mary Ann's schoolroom? Tell how it looks.

Imagine that it is ten o'clock on Monday morning. Describe what is happening in Mary Ann's schoolroom.

Page 23

Where are Mary Ann's teachers? How do they mark her work? What subject does she have trouble with?

Is Mary Ann a good pupil?

Page 24

Have the pupils look at the photograph and introduce the name Aurora Borealis. Read the first paragraph orally to the pupils as they look at the picture. Compare the word picture with the photograph.

Page 25

What did Mary Ann do? What did the dancing lights remind her of? Read the second paragraph orally. Picture the northern lights. Now think of the bright light zig-zagging across them. What did Mary Ann imagine was happening?

What did Mary Ann imagine she saw as she looked at the northern lights? What part of the story on this page is real and what part is make-believe? Close your eyes and picture the northern lights. Now watch with Mary Ann as the bright light flashes across the sky. (*Read orally, beginning with paragraph 2.*)

Page 27

What did Mary Ann imagine as she saw the bright colors flashing?

What is the prince doing?
What do the fairies do as he zooms past? How does this make the northern lights look? What did the prince tell the fairies?

As you read, picture the fairies and the prince.
Why has the prince been zig-zagging all over the sky?

How do you think the fairies might stop the prince?

Page 28

How did the fairies save the prince? Re-read the last paragraph. How do the northern lights look now? (*Be sure the pupils recognize that Mary Ann's imaginative story ended when the lights stopped dancing.*)

Page 29

What disturbed Mary Ann?
What did she tell her mother?
What did Mary Ann decide to do?

What kind of mark do you think Mary Ann will get on her language lesson?

How did it happen that Mary Ann saw the northern lights so early in the evening?

Do you think Mary Ann had ever seen the northern lights before?
Do you think she watched for them the next evening?



In the follow-up discussion try to bring out that the beauty of nature is always around us but that we often ignore it until something dramatic draws attention to it.

3. Following the reading

Practice Book

a) Use Practice Book page 10.

Poem

b) Read the poem "Have You Watched the Fairies?" to show how another child imagines the fairies.

HAVE YOU WATCHED THE FAIRIES?

Have you watched the fairies when the rain is done
Spreading out their little wings to dry them in the sun?
I have, I have! Isn't it fun?

Have you heard the fairies all among the limes
Singing little fairy tunes to little fairy rhymes?
I have, I have, lots and lots of times!

Have you seen the fairies dancing in the air,
And dashing off behind the stars to tidy up their hair?
I have, I have; I've been there!

Rose Fyleman

C. ACTIVITIES RELATED TO BLOCK 89

writing a
letter

*1. Have each pupil write a letter to Mary Ann telling one incident about his school life. Discuss one or two typical incidents before the writing.

remembering
details

2. Have pupils write three new things they learned from the story "Mary Ann's Story."

(related to
Listening
Lesson 7)
adjectives

*3. In the poem "General Store" the poet uses descriptive words to make us "see" and "hear" the store. Have pupils think of as many words as they can to describe each of these things that were in the store:

string	sugar
tins of tea	bananas
peppermint	rubber boots
pots and kettles	

(related to
Listening
Lesson 8)
writing a
description

*4. Have the pupils write a description of the house they most like to visit. Before asking the pupils to write, discuss how one "describes" things and what kinds of things they should tell in their paragraphs.

Poem**PRETENDING**

Page 30,
OUT AND
AWAY

Discuss briefly the use of imagination by Mary Ann in "Mary Ann's Story." Have the pupils locate "Pretending" in the Table of Contents. Ask how it can be identified as a poem.

Have pupils turn to page 30 and consider the picture. Compare Mary Ann's pretending to that of the little girl in the picture.

Read the poem to the class as pupils study the picture.

Discuss Mr. Brown's response, using both the words and the illustration as clues.

Relate the little girl's experience to experiences of your pupils. Girls will likely comment particularly on wearing their mother's shoes. Direct attention to the second line. Read it to indicate the problems children have with their mother's shoes.

Have the pupils read the poem silently. Encourage better readers to prepare it for oral reading.

BLOCK 90

I SKILLS LESSONS

A. LISTENING

(No lessons suggested for this block)

B. WORD PERCEPTION

a) Phonetic analysis – double consonants

Lesson 7: page 239

Practice Book: page 11

b) Structural analysis – review inflectional endings

Lesson 65: page 293

C. INTERPRETATION

a) Understanding sentence meaning – punctuation

Lesson 9: page 364

D. SPELLING

Page 326	Word list	1. funny pretty happy	2. went who	3. work
	Test-Study	fun cat	boy dog	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme: Children must develop a sense of responsibility for their own actions.

1. Oral Discussion The discussion could centre on those aspects of behavior for which pupils in Grade Two are responsible: (1) in the room, (2) in the cafeteria, (3) on the playground, (4) on the school bus. Choose those topics that apply to your school situation and to your pupils.

2. Writing The writing could develop easily from the oral discussion.

Suggested topics

- a) Responsibility of Grade Two pupils on the playground.
- b) A story about a specific instance illustrating either responsible behavior or the lack of it.
- c) An account of either parent or teacher reaction to either responsible or irresponsible behavior by a child.

B. READER SELECTION

“MR. NOBODY”

Theme Children must develop a sense of responsibility for their own actions.
(Billy discovers that when Mr. Nobody is doing Mother’s work, things aren’t very pleasant.)

1. Vocabulary

Core words:

Page 33 very
 well

Review words:

Page 31 think(ing)
 who
 went

Other words:

Page 31 whistling Page 35 half-past
 middle nearly

Page 32 thoughtfully Page 36 instead
 sure

Page 33 chocolate
 icing
 through

2. Directing the reading

Have the pupils examine the picture on page 31 and evaluate Billy’s behavior (didn’t close the door or wipe his feet).

Introduce the title. Encourage the pupils to anticipate that, as they read the story, they will find out who Mr. Nobody is and what part he plays.

Suggested questions to guide the reading:

Understanding
the main idea

B

Page 31

How do you know that Billy is often careless around the house?

Page 32

Who ate the last cookie? Whom did Billy say took it? What does Mother think? How was Billy careless?

Do you think Billy really means to be so careless? Whom did he blame for leaving the door open? What do you think Mother should do?

Page 33

Mother and Billy have a conversation at dinner. Find out what they said. Stop reading where Billy stops talking.

(The pupils decide when they have read enough. You may ask them to point to the last word that they read, in order to check their ability to do this.)

What did Billy do all through the ball game? The next paragraph tells you.

What careless things did Billy do on his return home?

Page 34

What surprised Billy when he got home?

Page 35

How does Billy look in the picture? Read and find out if he feels this way.

How do you think they can have supper if Mother isn't cooking it?

Page 36

Who does Mother say is getting their supper? What did that make Billy think about? What did he do then?

How can you tell that Billy knows Mr. Nobody is just an excuse?

Page 37

What does Mother do? - - - - -

Discuss Mother's method of handling Billy's behavior, Billy's reaction, and possible future behavior.

A

What did Billy do after getting his cookie? What else suggests that Billy isn't very careful around the house?

Two more things that happen show that Billy hasn't learned to accept responsibility for his actions. What are they?

Do you think Billy knows that he's not behaving as he should? What would you do if you were Mother?

There are three parts to the story on this page. They tell about what happened at dinner time, after school, and after the ball game. Read and find out what happened at each time. Has Billy become any more responsible? How do you know?

What surprise was waiting for Billy?

How does Billy feel about Mother's behavior?

Mother explains how they will get their supper. Did Billy understand what Mother meant? How do you know?

3. Following the reading

Practice Book

- a) Use Practice Book page 12.
- b) Have the pupils decide "Who said it?" and write each sentence under the appropriate name.

Mother

Billy

"I wanted to read this book."
"Nobody that I know of."
"I don't think so."
"Did you leave the door open?"
"Who walked on my floor with wet feet?"
"We're going to have a very good supper."
"I am very hungry."
"Mr. Nobody can't very well get supper."

Poem

c)

MR. NOBODY

I know a funny little man
As quiet as a mouse,
Who does the mischief that is done
In everybody's house!
There's no one ever sees his face,
And yet we all agree
That every plate we break was cracked
By Mr. Nobody.

The finger marks upon the door
By none of us are made;
We never leave the blinds unclosed,
To let the curtains fade.
The ink we never spill; the boots
That lying round you see
Are not our boots — they all belong
To Mr. Nobody.

'Tis he who always tears our books,
Who leaves the door ajar,
He pulls the buttons from our shirts,
And scatters pins afar;
That squeaking door will always squeak,
For, prithee, don't you see,
We leave the oiling to be done
By Mr. Nobody.

Author Unknown

C. ACTIVITIES RELATED TO BLOCK 90

writing

- *1. Suggest to pupils that all of us sometimes do things that we would like to blame on "Mr. Nobody." Discuss some of these things with the pupils. Have each pupil write a composition called "What I Would Like to Blame on Mr. Nobody."

(related to
Interpretation
Lesson 9)
punctuation and
intonation

- *2. Have each pupil write one sentence of each kind discussed in Interpretation Lesson 9. Have them exchange papers and read the sentences orally, supplying the correct intonation.

BLOCK 91

I SKILLS LESSONS

A. LISTENING

For sensory imagery – auditory

Lesson 9: page 443

Lesson 10: page 444

B. WORD PERCEPTION

a) Structural analysis – plural and possessive endings

Lesson 66: page 294

Practice Book: page 13

b) Structural analysis – endings of comparison

Lesson 67: page 296

Practice Book: page 14

C. INTERPRETATION

Forming sensory impressions – auditory

Lesson 10: page 365

STORIES TO STUDY A and B: pages 14-15

D. SPELLING

Page 326	Word list	1. fast faster fastest	2. there over	3. brother
	Test-Study	no not	go so	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

- Theme:
We fear what
we don't
understand.

1. Oral Discussion

Discuss situations in which children have been frightened simply because they did not understand. The topic might be introduced by considering the reactions of some very young children to Halloween costumes. Centre the discussion on actual incidents your pupils can tell about.
2. Writing
- Suggested
topics

a) "I was really afraid when _____" (a group mystery story.)

b) Night sounds.

B. READER SELECTION

“NOISES IN THE DARK”

Theme

We fear what we don't understand.
(Donald thought seven was too old to be afraid of the dark.)

1. Vocabulary

Core words:

- Page 38 afraid
- Page 39 turn(ed)

Review words:

- Page 38 there
- Page 42 over

Other words:

- Page 38 flashlight

Page 40 heard

Page 41 moving
- Page 42 register

Page 43 shaking

Page 44 willow
- scratching

breath

ghost

2. Directing the reading

Present the title. Relate it to the illustration on page 39. Discuss this frightened looking boy's probable reaction to noises in the dark.

Encourage the pupils to form vivid auditory and visual images as they read. Selective oral reading will serve to strengthen the imagery.

Suggested questions for guiding the reading:

Forming
sensory
impressions

B

A

Page 38

Why had Donald always kept a light on at night? What had his father given him to replace it? How does Donald feel about the change?

Why did Donald feel a little sad on his birthday?

Page 39

What did Donald do as soon as his mother left?

Why did Donald flash the light around the room?

Imagine how the room felt. Read the last two lines orally to show how Donald felt.

Page 40

Read orally the sentence that describes what Donald heard. Where was the noise coming from?

Describe what Donald heard. Describe what he did.

Imagine how Donald looked as he heard the sound. (*Encourage pupils to express a diversity of opinions – he pulled the covers up over his head; he buried his face in the pillow; etc.*)

Page 41

What was the noise? What caught Donald's eye as he turned over?

Why did Donald have trouble finding his flashlight? Describe what he had seen that made him so frightened.

Page 42

What was the ghost? What kind of noise frightened Donald next? What "sound words" does the author use?

Close your eyes and try to hear what Donald heard. What sound words did the author use? Find three sentences where they are used. Read them orally to show how frightening the noise was.

Page 43

What did Donald decide to do? How did he feel as he pulled the drape?

As you listen, imagine you are in Donald's place. (*Have the last paragraph read orally.*)

Do you think Donald was brave? -----

Page 44

Is Donald frightened now? Read the second paragraph showing how the tree sounds now.

The author uses the same sound words as he used on page 42. Read the second paragraph and show how the sound has changed for Donald.

Do you think Donald will ever be afraid in the dark again?

3. Following the reading

Practice Book
Poem

- a) Use Practice Book page 15.
- b) Read "Some One" as another expression of strange, unexplained sounds.

SOME ONE

Some one came knocking
At my wee, small door;
Some one came knocking;
I'm sure — sure — sure;
I listened, I opened,
I looked to left and right,
But nought there was a-stirring
In the still dark night;
Only the busy beetle
Tap-tapping in the wall,
Only from the forest
The screech-owl's call,
Only the cricket whistling
While the dewdrops fall,
So I know not who came knocking,
At all, at all, at all.

Walter de la Mare

C. ACTIVITIES RELATED TO BLOCK 91

using adjectives

- *1. Write several sentences related to the story "Noises in the Dark". Have the pupils improve them by adding adjectives.

- a) Donald lay wide awake in his _____ room.
- b) Donald heard _____ noises.
- c) Donald has a _____ flashlight.
- d) The _____ thing moved over and back, over and back.
- e) Donald's T-shirt was _____.
- f) The _____ willow tree was tapping on the window.
- g) Donald pulled back the _____ drapes.

sounds as
motivation for
telling or
writing
imaginative
stories

- *2. Have the pupils close their eyes and listen intently. As they identify various sounds, have pupils describe them. The sources of the sounds will probably be easy to determine but have the pupils think of unusual causes. The accompanying discussion should suggest many stories for pupils to tell or write.

(related to
Interpretation
Lesson 10)
relating an
experience

- *3. Have the pupils tell about a time when they were alone in a house. Encourage them to describe the sounds they heard. Give the pupils time to think about what they will say. This activity could be carried out with small groups of pupils.

BLOCK 92

I SKILLS LESSONS

A. LISTENING

For the sequence of ideas

Lesson 11: page 445

Lesson 12: page 446

B. WORD PERCEPTION

Phonetic analysis — review short vowel sounds

Lesson 8: page 240

Practice Book: page 16

Lesson 9: page 242

Practice Book: page 17

C. INTERPRETATION

Recognizing relationships — sequence

Lesson 11: page 366

STORIES TO STUDY A and B: page 16

Lesson 12: page 367

STORIES TO STUDY A and B: pages 18-19

D. SPELLING

Page 327	Word list	1. has cup fell hit got	2. going now	3. apple
	Test-Study	as in	bed on	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Children
develop a
sense of
right and
wrong.

1. Oral Discussion Recall the story “Mr. Nobody” and Billy’s carelessness and lack of responsibility. Point out that he didn’t mean to be naughty but was careless. Introduce the word *mischief* and have pupils give examples of actions which they or their parents consider mischievous.

Compare Billy’s careless actions that were really the result of lack of concern and habit, and the mischievous actions that had an element of wanting to tease, startle, or surprise someone. Bring out that some mischievous actions are more serious and more dangerous than others. Sometimes we can’t predict *how* serious or dangerous a little mischief will turn out to be.

There have probably been mischievous incidents in your class or on the playground recently. These will provide good examples. You could begin your discussion with reference to such an incident and have pupils determine *why* it would be called “mischief.”

Help pupils to see that much of the mischief done by small children and pets occurs because they don’t know any better, or because they are trying to copy others when they aren’t capable of doing so. The pupils will be able to think of examples of this type of action. They should also realize that as small children grow up they learn how to keep out of mischief.

2. Writing

Suggested
topics

- a) Mischief — on the playground.
— in the classroom.
— on the bus.
— in the cafeteria.
- b) My (a pet) gets into mischief.
- c) My Little Brother’s Mischief.

Any of the above themes could have a single episode with causes and results included, or could be an account of different types of mischief.

B. READER SELECTION

“TWO KINDS OF MISCHIEF”

Theme

Children develop a sense of right and wrong.
(Jerry learns about “almost” mischief and “real” mischief.)

1. Vocabulary

Core words:

Page 47 almost
never

Page 50 real

Review words:

Page 46 now
 go

Page 47 going

Other words:

Page 45 different Page 48 garage
 kinds enough
 against
 easy

Page 46 fence Page 49 close
 stretched

Page 47 climb Page 50 carefully

Page 57 break

2. Directing the reading

Have the pupils look at the picture on page 45. Identify the two boys and note their ages. Ask which one is more likely to get into mischief. Present the title and have the pupils tell what they think the two kinds of mischief might be.

Recognizing
relationships —
sequence

In reading to understand sequence pupils need to understand that *order* is important. Employing visual imagery as they read will help pupils to remember events in logical sequence.

Suggested questions for guiding the reading:

	B	A
Page 45	What did Paul and Jerry do after they were introduced?	Something happened that isn't mentioned in the page. What was it?
Page 46	What did the boys do when they finished eating the cookies? How would you answer Jerry's question?	What did the boys do next? Who suggested it?
Page 47	What did Jerry and Paul get for the rabbits? What did Paul remember first? next?	Paul did something he shouldn't have, some <i>almost</i> mischief, and something that he should have done. What were those three things?
	Was Paul's next suggestion mischief? -----	
Page 48	Was it? Why not? On page 49 the picture shows Paul up the apple tree. Why did he go there and how did he get there?	Have the pupils look at the picture on page 49, then read page 48 to discover what events led up to the picture.
Page 49	What is Paul doing in the picture? If you were to draw the next picture what would you put in it?	Pretend that you were watching and tell exactly what happened next.

Pages 50 - 51

B

Have the pupils read about one event, state orally what took place, read about the next, and make an oral statement. Continue this procedure until Paul suggests that they go home.

A

Follow the same procedures as on page 49. Be sure pupils keep the events in order. Paul and Jerry went home, but before they did, what things did Paul do?

What two kinds of mischief did Jerry find out about and how?

Following the reading pupils might discuss *why* Paul stayed out of mischief so long.

3. Following the reading

Practice Book

a) Use Practice Book page 18.

Poem

b)

THE GOOD LITTLE GIRL

It's funny how often they say to me, "Jane?

"Have you been a *good* girl?"

"Have you been a *good* girl?"

And when they have said it, they say it again,

"Have you been a *good* girl?"

"Have you been a *good* girl?"

I go to a party, I go out to tea,

I go to an aunt for a week at the sea,

I come back from school or from playing a game;

Wherever I come from, it's always the same:

"Well?

Have you been a *good* girl, Jane?"

It's always the end of the loveliest day:

"Have you been a *good* girl?"

"Have you been a *good* girl?"

I went to the Zoo and they waited to say:

"Have you been a *good* girl?"

"Have you been a *good* girl?"

Well, what did they think that I went there to do?

And why should I want to be bad at the Zoo?

And should I be likely to say if I had?

So that's why it's funny of Mummy and Dad,

This asking and asking, in case I was bad,

"Well?

Have you been a *good* girl, Jane?"

A. A. Milne

C. ACTIVITIES RELATED TO BLOCK 92

oral —
retelling a
sequence
of events

Recognizing
relationships —
sequence

writing —
cause-effect

- *1. Use the last sentence in the story "Two Kinds of Mischief" — "Then Paul told the whole story." Have someone pretend to be Paul and tell his story to his mother. Have the others check to see that he follows the correct sequence of events.
2. Have pupils read or write the following sets of sentences in the order in which they happened:
 - a) Mother got the boys a cookie.
Mother heard Paul's story.
Mother told the boys to play.
Mother helped Jerry's mother.
 - b) Paul went home.
Paul got money from his bank.
Paul broke the window.
 - c) Jerry told Mother about mischief.
Jerry asked about mischief.
Jerry found out about mischief.
- *3. Discuss with the pupils others ways in which the story "Two Kinds of Mischief" might have ended. Bring out the idea that mischief often has unexpected consequences. Discuss the possible consequences of the mischief and "almost mischief" in the story. Have each pupil write a story about one piece of mischief and its consequences.

Poem

MY PINK DREAM

Page 52,
OUT AND AWAY

Pupils should note that this selection is a poem when they locate it in the Table of Contents. Have them speculate *briefly* about the probable content of the poem and then turn to page 52.

Study the picture, bringing out the setting and the girl's delight. (Do not at this point correct pupils who suggest it is a carnival or a fair.)

Read the first verse and talk about the girl's response to her circus trip.

Re-read the first verse and continue to the end of the poem.

(Be sure you are thoroughly prepared for the reading so that you can indicate the complete change of mood.)

Discuss the change in the dream. (Pupils should note the line, "Wherever I tried to run," suggests that the child wants to get away from the candy floss. Consider reasons for this.)

Read the poem again as pupils follow in their books.

Have the pupils combine the ideas presented in the first and last stanzas to describe the day at the circus.

(Some pupils may recall the story "Who Likes Candy" in *For Me Level 2B*, and see the relation.)

Have individual pupils prepare and read the poem orally.

BLOCK 93

I SKILLS LESSONS

A. LISTENING

For emotional reactions of the story characters

Lesson 13: page 447

Lesson 14: page 448

B. WORD PERCEPTION

a) Phonetic analysis – review long vowel sounds

Lesson 10: page 243

Lesson 11: page 244

Practice Book: page 19

b) Phonetic analysis – review silent *e*

Lesson 12: page 245

Practice Book: page 20

C. INTERPRETATION

Sensing emotional reactions

Lesson 13: page 368

STORIES TO STUDY A and B: pages 20-21

Lesson 14: page 370

STORIES TO STUDY A and B: pages 23-24

D. SPELLING

Page 327	Word list	1. cake cone hide game	2. best new	3. dress
	Test-Study	she be	like came	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Each person
must assume
responsibility
for his own
actions.

1. Oral Discussion

Initiate the discussion with a reference to the poem, "My Pink Dream." As far as possible confine the discussion to experience in which class members have had to accept the consequences of their actions.

2. Writing

Suggested
topics

- a) I forgot to call my mother and ask if I could go home with my friend after school.
- b) Dad said to wait until he could help me build the dog house.
- c) I didn't get what Mother wanted, because_____.

B. READER SELECTION

"ANN'S PINK DRESS"

Theme: Each person must assume responsibility for his own actions.
(Ann schemed to get her own way — but soon regretted it.)

1. Vocabulary

Core words:

Page 54 wear

Page 55 should

Page 56 would

Page 59 cried

Review words:

Page 55 best

Other words:

Page 54 school concert Page 58 caught
bought

Page 55 clothes Page 59 stain

Page 56 present
change

2. Directing the reading

Present the story title.



Encourage pupils to realize, as they read, that Ann’s difficulties were of her own making.

Sensing
emotional
reactions

Suggested questions for guiding the reading:

B

A

Page 54 Where have the girls been invited? Do they expect to have a good time?

How do the girls feel? (*Pupils should note the normal high spirits of seven-year olds; as yet there is no particular excitement about the party.*)

Page 55 *Discuss the meaning of “just about everyone” in the first sentence.*

Why can’t Ann wear her best dress?
How does Ann feel when she knows she can’t wear it?

Was Ann surprised that her mother wouldn’t let her wear her new dress? Do you think her mother will change her mind? Who do you think is older, Ann or her brother? Read the page orally, showing how each person felt as he spoke.

Page 56 What did Ann make up her mind to do? How did she plan to do it? Do you think she was proud of her plan?

Read the first paragraph and think of a word to describe Ann. (*determined, persistent, etc.*) How do you *think* Ann feels as she changes her dress? (*Bring out the probable conflicting emotions.*)

Page 57 How did Sue feel when she saw Ann’s dress? How did Ann feel when she saw the mark on her dress?

How does Ann feel about her plan now?

Pages 58-59 What kind of party are the twins having? ----

Is Ann really enjoying it? (*Bring out the “up-and-down” aspect of her enjoyment.*)

Why did Ann decide to go home? How did Helen coax her to stay? What do you think her mother will say?

How does Ann feel as she leaves the party? As she talks to her mother?

Page 60 How do you suppose Mother feels? Did Ann’s mother do the right thing? (or) What would you have done if you had been Ann’s mother?

3. Following the reading

Practice Book

- a) Use Practice Book page 21.
- b) Who was in the story?
Write two words that describe each of them.

C. ACTIVITIES RELATED TO BLOCK 93

oral —
assessing
accuracy
of answers

*1. Have each pupil compose a question about the story “Ann’s Pink Dress” and write it on a slip of paper. Each pupil then draws a slip and answers the question orally. Have the pupil who devised the question decide whether or not the answer is satisfactory and why. (You may wish to have this activity carried out in small groups of five or six pupils. Allowing pupils to conduct their own discussion groups is a worthwhile activity in promoting good discussion and listening habits.)

making
judgments

*2. Ann’s mother could have bought Ann a new dress to wear to the concert. Pose the question “Do you think Ann’s mother was right in making Ann wear the green dress?” Have each pupil write a short paragraph that begins “I think Ann’s mother was (right, wrong) because _____.”

(related to
Interpretation
Lessons
13 and 14)
words that
evoke emotions

*3. Write the following words on the board. Have the pupils write one or two sentences telling of an incident that made them feel the way the word describes. For example, “I was surprised when my Dad brought home a new puppy.”

frightened
surprised
disappointed
impatient

curious
cheerful
angry
delighted

BLOCK 94

I SKILLS LESSONS

A. LISTENING

To follow directions

Lesson 15: page 450

Lesson 16: page 451

B. WORD PERCEPTION

a) Phonetic analysis – review diphthongs *ow, ou*

Lesson 13: page 246

Practice Book: page 22

b) Structural analysis – review compound words

Lesson 68: page 297

Practice Book: page 23

C. INTERPRETATION

Research skill – following directions

Lesson 15: page 371

D. SPELLING

Page 328	Word list	1. how house slow grow	2. walk stop	3. school
	Test-Study	cow out	our down	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
One aspect of
growing up is
increasing
reliability.

1. Oral Discussion Recall the story, “Ann’s Pink Dress,” and the idea that Ann deliberately planned to do what she shouldn’t do. Ask the pupils if they have ever had things happen which changed a good plan to one that wasn’t so good, when they really started with no idea of getting into trouble.

A common experience for children is the situation where they have promised to come home at a certain time but became so involved in play that they pay no attention to passing time.

Someone in your class may have been late for school recently. Discuss the reasons why this happened. Children know that they are responsible for coming to school regularly and on time.

2. Writing

Suggested
topics

- a) The reasons children give for being late for school.
- b) A step by step account of the routine things that the pupils in your class do so that they will not be late for school, lunch, or recess.
- c) A story about a child who stops to watch something interesting on the way to school.
- d) A story about a child who comes home much later than he’d promised. Something happened on the way.

B. READER SELECTION

“LET’S WALK TO SCHOOL”

Theme One aspect of growing up is increasing reliability.
(Jim and Linda find out that walking is not a satisfactory way for them to get to school.)

1. Vocabulary

Core words:

Page 62 late
 watch(ed)

Review words:

Page 61 walk

Page 63 stop(ped)

Other words:

Page 61 brought
 quick

Page 62 course
 darting

Page 65 shiny

Page 67 chirping

Page 69 wondering

Page 70 whispered

2. Directing the reading

Discuss ways in which children can get to school. Begin with those that are familiar to the pupils in your class. Be sure that the *school bus* is mentioned, and the rural child.

Noting details;
remembering
sequence
of events

Bring out the idea that we often think that what other children do is more fun than what we do. Often children who walk home think that a ride on the school bus is a special treat, while those who ride on the bus may envy those who can walk home.

Oral reading can be combined with the silent reading. Have the pupils either answer the questions in their own words, or read the lines that give the answers, or in some cases, both.

Suggested questions for guiding the reading:

	B	A
Page 61 details	How do Jim and Linda usually go to school?	
	How do they want to go today?	Why did they hide behind the trees?
Page 62 sequence	The picture shows why they stopped.-----	
	What wish did Jim make? Read the sentence.	Read the sentence that tells how the fish moved.
Page 63	Why did the children stop the second time? Read the sentence that tells why Jim wouldn't let Linda get into the car.	What happened when the car stopped? Read the sentence that tells why Jim stopped Linda from getting into the car.
Page 64	What was the third interruption on their walk to school?	What makes you think that the children will make up some of the lost time? Did they? Why not?
Page 65	What did they see next?	Read the lines that describe it.
Page 66	How does a squirrel keep warm in winter?	Read the sentence that gives an interesting fact about a squirrel.
	What did they do next?	What did they watch next?
	Read two sentences that make you think that Jim and Linda may not get to school on time.	
Page 67	Linda is giving the bird a flying lesson. What happens?	What happens when Linda tries to teach the baby bird to fly?
Page 68	They stopped once more. Why? Why was Linda almost crying? How far had they walked? Why was Linda frightened?	They stopped once more. Why? Jim made a discovery. What? Linda was frightened. Why? How far have they come?
Page 69	Why was Father glad to see the children? Why did he think they were walking?	Another car came along. Who was in it? Read the questions he asked and the answers he received.
Page 70	How do you know that the children are late for school?	Read the part of the story that tells you that the children are late for school.

B**A**

Jim tells Father why they are late. Can you arrange his reasons in the order in which they happened?

Was anything left out? What?

3. Following the reading

Practice Book

- Use Practice Book page 24.
- Have the pupils number the following events in the correct order.

Jim and Linda

- | | |
|--------------------------|----------------------|
| - talked to a man | -hopped into the car |
| - watched a tractor | - watched a squirrel |
| - saw a kitten in a tree | - saw a dog |
| - picked flowers | - hid behind a tree |
| - looked at a fish | |

Poem

c)

SCHOOL BELL

Nine-o'clock Bell!

Nine-o'clock Bell!

All the small children and big ones as well,
 Pulling their stockings up, snatching their hats,
 Checking and grumbling and giving back-chats,
 Laughing and quarrelling, dropping their things,
 These at a snail's pace and those upon wings,
 Lagging behind a bit, running ahead,
 Waiting at corners for lights to turn red,
 Some of them scurrying,
 Others not worrying,
 Carelessly trudging or anxiously hurrying,
 All through the streets they are coming pell-mell
 At the Nine-o'clock
 Nine-o'clock
 Nine-o'clock
 Bell!

Eleanor Farjeon

C. ACTIVITIES RELATED TO BLOCK 94

Recognizing
relationships—
sequence

synonyms

oral—
relating a
sequence of
happenings

- Have each pupil choose one episode in the story, "Let's Walk to School," write a few sentences about it and illustrate the episode. Have these read aloud in the order in which they happened. A sample of each episode could be fastened together to form a booklet.
- *2. Jim and Linda came to a *stream*. Have pupils give other words for "stream." List them on the board.
- *3. Have the pupils tell, in the correct order, the happenings of one of their days. Give them time to think before asking them to speak.

BLOCK 95

I SKILLS LESSONS

A. LISTENING

(No lessons suggested for this block)

B. WORD PERCEPTION

Structural analysis — review contractions

Lesson 69: page 297

Lesson 70: page 298

Practice Book: page 25

C. INTERPRETATION

Oral reading

Lesson 65: page 424

D. SPELLING

Page 329

Word list

- | | |
|----------|----------|
| 1. can't | 2. found |
| don't | then |
| didn't | |

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Because this selection is an essay about the life of Grey Owl, and therefore, *you may have to spend more time introducing this selection*, it is suggested that this step be omitted from this block.

B. READER SELECTION

“GREY OWL AND THE BEAVERS”

Theme A boy’s dream became reality.

(“Grey Owl” was an Englishman who, as a boy, yearned to live with the Canadian Indians. When he grew up, he made his dream come true. For much of his lifetime he was accepted as an Indian. Not until his death was his real nationality generally known.)

1. Vocabulary

Core words:			
Page 71	hear		
	heard		
Review words:			
Page 71	them		
Page 72	found		
Other words:			
Page 71	Indians	Page 73	snuggled
	Canada		
	England	Page 74	price
	whenever		
	taught	Page 75	government
	travel		National Parks
			Saskatchewan
Page 72	interesting		
		Page 76	swam

2. Directing the reading

Discuss the title and the photograph on page 73. Pupils will likely presume that Grey Owl is an Indian. Tell them that he is not an Indian but an Englishman named Archie Belaney. Prepare them for a *factual* account of the life and work of Archie Belaney.



Be sure pupils are aware that this is not a “story” but a true account of a man’s life. Use a map to follow his travels.

Suggested questions to guide the reading:

Understanding
the main idea

Page 71

Pages 72-73

B

How did Archie first learn about the Indians? What did he decide to do? Who gave Archie his new name? What did Neganikabu teach him?

What were Archie’s favorite animals? How did he get his first pet beavers? What did Grey Owl learn about beavers?

A

Why did Archie Belaney want to go to Canada to live? What did Archie learn from Neganikabu?

Why was Grey Owl’s cabin called “The House of McGinnis”? Why did Grey Owl prefer the beavers to all other animals?

B

A

What kind of pet was Jelly Roll? Why? What mischief did the beavers get into? What is the main idea of these pages?

Page 74

Why was Grey Owl unhappy?
Why did trappers kill so many beavers?
What was Grey Owl afraid would happen?

What worried Grey Owl?

Page 75

Who was Mr. Campbell? Why did he come to see Grey Owl? What did they talk about? What did Grey Owl tell Mr. Campbell?

Why did Mr. Campbell come to "The House of McGinnis?" Pretend that you are Grey Owl. What would you say to Mr. Campbell?

What happened as a result of Mr. Campbell's visit?

Page 76

What did Grey Owl do in the park? Why do you think boys and girls liked his stories?

3. Following the reading

Practice Book

a) Use Practice Book page 26.

C. ACTIVITIES RELATED TO BLOCK 95

writing
a report

*1. Have pupils write a brief report about beavers using information gleaned from "Grey Owl and the Beavers." Through a preliminary discussion help the pupils to list the *facts* about beavers from the essay and the pictures that illustrate it. Help them to see that these facts could be grouped in various ways in preparation for writing the report. Each pupil should then write his own report.

Group A
gathering
information—
oral reporting

2. Have the pupils look for more information about beavers and report to the class.

Noting
details

3. Write sentences on the board that contain one word that makes the sentence foolish or wrong. Pupils write the sentence omitting the incorrect word.
For example:

Grey Owl was an Indian man who liked beavers.

Jelly Roll was a cross beaver.

McGinty and McGinnis were old beavers that Grey Owl tamed.

BLOCK 96

I SKILLS LESSONS

A. LISTENING

- a) To predict outcomes

Lesson 17: page 452

Lesson 19: page 456

- b) To use context for word meanings

Lesson 18: page 455

B. WORD PERCEPTION

- a) Using the context

Lesson 61: page 290

Practice Book: page 27

- b) Phonetic analysis — review diphthongs *oi*, *oy*; *oo*, *ee*

Lesson 14: page 248

Practice Book: page 28

Lesson 15: page 249

Practice Book: page 29

C. INTERPRETATION

Predicting outcomes

Lesson 16: page 372

STORIES TO STUDY A and B: pages 25-26

Lesson 17: page 373

STORIES TO STUDY A: pages 27-28

STORIES TO STUDY B: page 27

D. SPELLING

Page 330	Word list	1. took room feet seem	2. wish just	3. father
	Test-Study	boys toy	good a	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

- Theme: Family members co-operate for greater enjoyment of their activities.
- 1. Oral Discussion** Have your pupils tell about activities that their families enjoy as a group. Bring out the fact that some activities are impossible by yourself, some are less fun when carried out alone, and that whenever family members do things as a group, the degree of success and enjoyment is often related directly to the amount of co-operation shown by the individuals.



This will not need to be a lengthy discussion. In most classrooms every pupil will have experienced some form of family activity.

Suggested topics

2. Writing

- a) An account of a family outing
 - (i) that is successful.
 - (ii) that is spoiled because one member is unco-operative.
 - (iii) that is spoiled because all the children are dissatisfied.
- b) A description of preparation by various members of a family for a picnic, camping trip, or trip to the zoo.

B. READER SELECTION

“THE WISHING ELEPHANT”

Theme Family members co-operate for greater enjoyment of their activities.
(The answer to the twins' wish turns out to be a *huge* problem. However, all the family pitch in to help with this unexpected trouble.)

1. Vocabulary

Core words:

Page 79 around

Page 82 round

Page 80 nothing
back

Page 84 won't

Review words:

Page 79 wish

Page 81 just

Other words:

Page 79	circus	Page 84	hollyhocks you'd
Page 80	happen strange ever	Page 85	field
Page 81	whatever world	Page 86	already bother
Page 82	hungry	Page 87	trouble
Page 83	else	Page 88	unhappily
		Page 90	certainly

2. Directing the reading

Have the pupils study the picture on page 79. They might infer from the age-range that this is a family group rather than a "gang." The mood indicated in the picture should be related to the "wishing" suggested in the title. Have pupils predict what the story will be about.

Suggested questions to guide the reading:

Predicting
outcomes

B

Page 79

Can an elephant wish? What do you think the story is about? What did the Brown children wish? Do you think their wishes will come true?

Page 80

Find three words that the twins used to describe what they wished for. What was in the back garden? Do you think the elephant was there because the twins had wished for it? What kind of elephant is this? What do you think the children will do with him?

Page 81

Who suggested what to do with the elephant? How did the children get up on the elephant's back?

Page 82

How do you know the children had fun? Why did Johnnie call him a "wishing elephant"? What did the elephant begin to do? How did Molly think they could feed the elephant? Do you think the twins will be able to do this?

Page 83

What did the twins wish for? Did they get their wish? Why were the children worried about the elephant eating the flowers? What was Johnnie's plan? Will it work?

A

Does the first page give you any idea of what the story is going to be about?

How did the elephant fit what the twins had wished? What do you think the children will do with the elephant?

What *did* the children do with the elephant? Why did the elephant know what to do? What do you think the children will do now?

Will the children let the elephant eat all the leaves of the tree?

Why did the children decide they'd better find some food for the elephant right away? Do you think Johnnie's plan will work?

B**A**

Page 84

Why didn't Peter want to work for the hay? Why did the twins have to stay with the elephant? How much hay will the children get? Will it be enough?

Why did the farmer agree to having the Brown children help him? Will they get enough hay for the elephant? For how long?

Page 85

How much hay did the children get? Will this be enough for the elephant?

Page 86

Was it enough for the elephant? But what was worrying Peter? What had the twins tried to do? Why did it not work? What will the children do now?

What was the new problem that Peter was worried about? Was Ann's suggestion a good one? Why or why not? How would you solve this problem?

Page 87

What did the children decide to do? Whom did the children blame for the trouble they were in? What did Father think when he came home? How do you think he will feel about having an elephant?

Who did the children decide could help them? How do you think Father will feel about their problem?

Pages 88-89

How did Father feel about the elephant? Did he act the way you thought he would? What do you think Father will say now?

Page 90

What did Father suggest? Why did he say this? How did the twins feel about giving the elephant away? Had the elephant come because the twins had wished for him?

Why did Father make his suggestion in the way that he did? Had you guessed this about the elephant? What clues were in the story that should have told you that the elephant belonged to a circus? How will they get the elephant to the circus?

You might want to discuss with the pupils any incidents of such a co-incidental nature that are known to them. Discuss also *how* wishes can come true. (Refer to Grey Owl.)

3. Following the reading

Practice Book

- a) Use Practice Book page 30.
- b) Parts of this story could be dramatized:
 - (i) the children ask the farmer for work and explain why they need the hay;
 - (ii) the twins explain the problem to Father;
 - (iii) Father (or the children) explain to the circus manager what happened.

oral
reading

The pupils will enjoy reading this story aloud. Good preparation will be necessary for the pupils to achieve the intonation necessary to bring out all the emotions and meaning. Be sure that some pupils form the audience. Remind them of good listening habits.

Poem

c)

HOLDING HANDS

Elephants walking
Along the trails

Are holding hands
By holding tails.

Trunks and tails
Are handy things

When elephants walk
In Circus rings.

Elephants work
And elephants play

And elephants walk
And feel so gay.

And when they walk –
It never fails

They're holding hands
By holding tails.

Lenore M. Link

C. ACTIVITIES RELATED TO BLOCK 96

descriptive
words and
phrases;
writing a
description

- *1. Using the text and the illustrations of "The Wishing Elephant" help the pupils to list words and phrases that describe what the elephant looks like. A surprising amount of information about the appearance of an elephant can be gained by careful reading and careful examination of the pictures. Have each pupil write a description of the elephant.

Tell the pupils to check their writing by thinking about this question as they re-read their writing. Could someone else draw a picture of the elephant by using my description as his only source of information?

(related to
Listening
Lesson 17)
writing a
description

- *2. Have the pupils recall the story of Curly. Direct them to write a description of the dog that they saw as the story was read to them. (Be sure that pupils understand the difference between writing a *description* of a dog and telling what the dog did.)

(related to
Interpretation
Lesson 16)
predicting
outcomes

- *3. Ask the class to suppose that the Fairy Queen had not heard the fairy bell. What other endings might the story have had? Remind pupils that their predictions should match both the facts in the story and the nature of the story – a fairy tale. Have each child write his own new ending for the story.

(related to
Interpretation
Lesson 17)
space
relationships

- *4. Have the pupils try to imagine themselves to be the butterfly, or the bee, or the fire-fly, or the spider. Have them imagine that they were crawling on the ground between the flower-stems in the garden. What would the stems look like to them? Have them draw a picture of what they think they would see.

Poem

Page 78

OUT AND AWAY

ONLY ONE MOTHER

Have the pupils read the poem silently. Ask the pupils to state, in one sentence, the *idea* of the poem. Discuss some of the statements. Be sure to bring out the idea that though there are also "hundreds of mothers" in the world, there is "only one mother" for each individual.

Read the poem to the pupils at least twice.

Discuss briefly: (1) the effect of the repetition of "hundreds," and (2) why the poet used this form. Help the pupils to understand how much stronger and more emotional is the impact of the last line simply because of the repetition in the other lines.

Have some pupils read the poem orally or use it with the total group in a choral speaking situation.

Poem

Page 91,

OUT AND AWAY

"SH"

Talk *briefly* about some of the difficulties of children who live in apartments.

Read the poem, "Sh."

Relate the idea in the poem to the oral discussion.

Discuss (1) what the child wants to play; (2) what he will have to play.

Consider how each parent probably felt when speaking and how this feeling would be indicated.

Re-read the poem as pupils follow in their books.

Have individual pupils read orally.

Have two pupils prepare and read the poem orally. One pupil could read Father's lines, one Mother's. They would read the second verse together.

BLOCK 97

I SKILLS LESSONS

A. LISTENING

For relationships – cause-effect

Lesson 20: page 458

B. WORD PERCEPTION

Structural analysis – doubling the final consonant

Lesson 71: page 299

Practice Book: page 31

Lesson 72: page 300

Practice Book: page 32

C. INTERPRETATION

Recognizing relationships – cause-effect

Lesson 18: page 374

STORIES TO STUDY A and B: pages 31-32

Lesson 19: page 376

STORIES TO STUDY A and B: page 33

D. SPELLING

Page 331	Word list	1. cut	2. your	3. lady
		cutting	tell	
		bigger		
		biggest		
	Test-Study	big	are	
		day	look	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Making new
friends
requires some
effort.

1. Oral Discussion

Many children have had the experience of moving, either from a neighbourhood or a school. It may be that some of your pupils were in several different first grades. Either of these situations can introduce the topic of making new friends and the difficulties involved. Have the pupils recall that in the story "Two Kinds of Mischief," Jerry had just moved to the neighborhood. Ask why it was easy for the boys in that story to become friendly. Bring out the idea that they were both pleasant and friendly and made an effort to get acquainted.

2. Writing

Suggested
topics

- a) A conversation between two children who have just met.
- b) How I made a new friend.
- c) A list of the things that we do that make people want to be our friends.

B. READER SELECTION

"HOW TO MAKE FRIENDS"

Theme

Making new friends requires some effort.
(Jennie's neighbor gives her the magic formula for making new friends.)

1. Vocabulary

Core words:

Page 92 herself

Page 93 yourself

Page 96 beautiful
 smile(d)

Other words:

Page 92 Thistletown Page 96 pretend
 lonely fairy
 nobody godmother

Page 93 believe magic
 secret

Page 95 single listened

Review words:

Page 92 her

Page 93 your
 tell

2. Directing the reading

Present the title and identify the child in the picture as Jennie. Ask pupils to conjecture whether Jennie makes friends easily. Lead them to recognize that the title hints that she learns, and that as they read they will find out what she learns.

Recognizing
relation-
ships—
cause-effect
Page 92

Suggested questions to guide the reading:

B

Why was Jennie lonely?
had no friends? -----

A

Why did Jennie think she

Page 93	What did Jennie ask the little old lady? Why did she ask her? Was Mrs. Johnson a kind lady? How do you know? What did Jennie tell Mrs. Johnson about herself?	Why do you think Jennie asked Mrs. Johnson to help her? What do you think Jennie wanted Mrs. Johnson to do? Why didn't Jennie's father help her?
Page 94	What reason does Jennie give now for nobody liking her? What is Mrs. Johnson going to do to Jennie's dress and hair? How do you know?	
Page 95	Look at the picture of Jennie on the first page. How is she different now? How did Mrs. Johnson make Jennie's dress look "just like new"? Why was Jennie sad?	What did Jennie expect as she ran out to the street?
Page 96	Why did Jennie go back to Mrs. Johnson? Who did Mrs. Johnson pretend to be? What did she do? Why did Jennie smile at the man?	What do you think Mrs. Johnson's "secret magic" was? How did it work?
Page 97	Why was the man surprised? What did he do? What did Jennie do next? And next? What did she do each time she spoke to someone? What did they do? Why do you think they talked to her?	Why did everyone speak to Jennie now and not before?
Pages 98-99	Why did Jennie's face not stop smiling? What did Jennie say to the two little girls? Why did they ask her to come and play with them? Did Jennie go right away? Why not? What was Mrs. Johnson's "secret magic"?	What was Mrs. Johnson's secret? Why did it work so well? Have you ever tried this magic? What happened?

3. Following the reading

Practice Book

- Use Practice Book page 33.
- Have each pupil write a paragraph beginning with these words. "Mrs. Johnson is Jennie's best friend now because_____."

C. ACTIVITIES RELATED TO BLOCK 97

words for emotions

- *1. Have the pupils think of as many words as possible to tell how Jennie ("How to Make Friends") felt at the beginning of the story and how she felt at the end. List their suggestions in two columns on the board or have the pupils write them in their exercise books.

creative dramatics

- *2. Discuss with the pupils some of the other ways in which Jennie could have made friends. Then have small groups of pupils each choose one of the ways and dramatize the situation.

BLOCK 98

I SKILLS LESSONS

A. LISTENING

(No lessons suggested for this block)

B. WORD PERCEPTION

Phonetic analysis – vowels (r-controlled)

- Lesson 16: page 250
- Lesson 17: page 252
- Practice Book: page 34

C. INTERPRETATION

Oral reading

Lesson 66: page 425

D. SPELLING

Page 332	Word list	1. girl or	2. open opened opening	3. letter
	Test-Study	her bird	for yes	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

- Theme:
Friendship
does not
depend on
similarity of
age.

1. Oral Discussion
- Refer to the story “How to Make New Friends.” Have the pupils recall the new friends Jennie made. Mrs. Johnson’s name will certainly be mentioned. Point out that she is much older than Jennie but that they can still be friends. Refer to the difference in the ages of Jerry and Paul in “Two Kinds of Mischief.” Have the pupils tell of older or younger friends whom they enjoy.

2. Writing

Suggested
topics

- a) An enjoyable experience with a friend of a different age.
- b) A description of an older neighbor, including the friendly things she does.
- c) Reasons why older people like you.
- d) A letter to a friend who is a different age.

B. READER SELECTION

“MR. GREGORY’S RED GALOSHES”

Theme

Friendship does not depend on similarity of age.
(Peter and Mr. Gregory like one another and they both like a special black dog and---red galoshes!)

1. Vocabulary

Core words:

- Page 100 need(ed)
- Page 101 tried
- Page 104 began

Review words:

- Page 100 out
- Page 102 opened
 opening

Other words:

- Page 100 November
 muffler
 snap fasteners
- Page 102 stare
 staring
- Page 103 snow-covered evergreen
- Page 105 jigsaw puzzle
- Page 107 dandelion

2. Directing the reading

Understanding
the main idea

Present the title. Have the pupils note from the picture on page 101 that Mr. Gregory is an old man. Lead pupils to relate the picture and title, noting that the galoshes being purchased are important enough to be mentioned in the title.
Suggested questions to guide the reading:

B

A

Page 100

What made Mr. Gregory think of new galoshes? Read orally the lines that tell about the weather. Read orally the paragraph that tells about the galoshes.

Why did Mr. Gregory need new galoshes? What problem did he meet?

Page 101

Which galoshes did Mr. Gregory buy? Why? -----

Page 102

What are the people in the picture looking at? How did Mr. Gregory feel about this? Who else liked the red boots?

Read the line that tells about the picture. Why did the puppy follow Mr. Gregory home?

Page 103

Why did Mr. Gregory go to all the houses? Why didn't he keep the little dog? Did he find the owner?

What did Mr. Gregory do with the little dog?

Page 104

Why did Mrs. Parker's eyes begin to shine when she saw Mr. Gregory? What was the dog's name? Why? Why was Peter sad?

Did Mr. Gregory find out to whom the dog belonged?

"You are up in Papa's big bedroom,
In the chest with the queer old key!"
And she said: "You are *warm* and *warmer*;
But you're not quite right," said she.

Then she covered her face with her fingers,
That were wrinkled and white and wee,
And she guessed where the boy was hiding,
With a One and a Two and a Three.

"It can't be the little cupboard
Where Mamma's things used to be —
So it must be in the clothes press Gran'ma!"
And he found her with his Three.

And they never had stirred from their places
Right under the maple tree —
This old, old, old, old lady,
And the boy with the lame little knee —
This dear, dear, dear old lady,
And the boy who was half-past three.

Henry Cuyler Bunner

C. ACTIVITIES RELATED TO BLOCK 98

- | | |
|------------------------|---|
| sentence
patterns | 1. Have the pupils unscramble the following words to make sentences that tell about the story.
a) friends and are Peter Mr. Gregory.
b) galoshes both They had red.
c) found Peter's Mr. Gregory Jet dog.
d) visited other when were They they each sick. |
| letter-writing | *2. Writing a friendly letter could be an individual writing activity if you didn't use this for an introductory activity. Talk about some of the things that might be put into the letter before the writing is attempted. Review the form of the friendly letter. |
| justifying
a choice | *3. Ask the following questions and have several pupils answer.
"What is your favorite color?
What in nature is that color?
Can you think of a reason why it is your favorite color?"
Have each pupil write a paragraph beginning "I like (a color) because _____." |

Poem
Page 109,
OUT
AND AWAY

THE LITTLE OLD GENTLEMAN

Again be sure the pupils note that the selection is a poem when they locate the title in the Table of Contents.

Recall "Mr. Gregory's Red Galoshes" and ask the pupils to listen to the poem you read and see if the little old gentleman reminds them of Mr. Gregory. Read the poem before the pupils open their books.

Have the pupils follow in their books as you re-read the poem. Ask them to note how the lines are arranged on the page.

Consider who the speaker might be, who the little old gentleman might be, and where he is going.

Have the pupils try to picture how the old man is dressed as you re-read the poem.

Have individual pupils read the poem. You may want to have one pupil read the first two lines of each stanza and have the class read the last three in unison.

BLOCK 99

I SKILLS LESSONS

A. LISTENING

For relationships – cause-effect

Lesson 21: page 459

B. WORD PERCEPTION

a) Phonetic analysis – vowels (r-controlled)

Lesson 18: page 253

Practice Book: page 36

b) Structural analysis – root words that end in y

Lesson 73: page 301

Lesson 74: page 302

Practice Book: page 37

C. INTERPRETATION

(No lesson suggested for this block)

D. SPELLING

Page 332	Word list	1. hard horse first	2. looked put	3. birthday
	Test-Study	here play	book	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:

Sometimes it is difficult for older people and children to understand each other.

1. Oral Discussion

Have the pupils recall the very special relationship between Peter and Mr. Gregory in the preceding story. This special understanding extended even to things which others considered peculiar — like wearing galoshes in hot, dry weather. Point out that sometimes older people don't understand as well as Mr. Gregory did. The pupils may be able to give examples of incidents when an older person misunderstood their actions. The pupils should also see that *they* sometimes don't understand older people and their actions.

2. Writing

Suggested topics

- a) List things about which second grade pupils and older people might disagree. (Related to the child's behavior.)
- b) List school rules set down by adults that children don't like very well and the reasons why the rules *were* established.
- c) An account of a specific incident where misunderstanding took place between a child and an older person.

B. READER SELECTION

“A SPECIAL SORT OF DAY”

Theme

Sometimes it is difficult for older people and children to understand each other. (David was only trying to help the kitten, and perhaps the angry man *did* understand, after all!)

1. Vocabulary

Core words:

Page 110 knew

Page 114 else

Page 115 climbed

Review words:

Page 110 look(ed) (ing)

Page 111 put

Other words:

Page 110 permission slip

Page 111 leather
wallet

Page 112 handsome
gentleman
office
remember

Page 113 garage

Page 117	bush scaring whatever
Page 118	signed
Page 120	shouted
Page 122	voice winked

2. Directing the reading

For pupils who read JUST FOR ME in Grade One, recall of the story "Old Barnaby" would serve as a good introduction to a somewhat similar situation.

Introduce the title "A Special Sort of Day." Have them speculate what might happen on a "special day."

Recognizing
relationships —
cause-effect

The following suggestions are given to help you guide the pupils in understanding cause-effect relationships.

	B	A
Page 110	Why was this a special day for David? What things did David have ready for today? Why? Why was David glad the sun was shining?	
Page 111	Why did David put his money in his wallet? What is a permission slip? Why did David need one?	Why did David have a permission slip?
Page 112	Why did David's father ask him if he were off to the office? Was David's father serious? Why did David say, "I'm just looking"?	How did David's father act? Why?
Page 113	Why did David's mother suggest pinning his money to his pocket? Why did David keep putting his hand in his pocket? Why did David turn around? What did he see?	Why did David's mother ask about his money? Was it safe? How did David know he had it along the way? What made David curious?
Pages 114-115	Why did David say, "You can get down"? Why did he not want to help the kitten? Why could David not go on to school? What did he do?	Why did David hesitate about helping the kitten? Why did he help him?
Pages 116-117	Why did David fall down? Why did the old man shout at him? Was David afraid? Why? What did he do? Why was he dirty when he got to school?	Why did David run away?

B**A**

Pages 118-119

Why had all the children "lined up"?
 Why did David lose his money? Why
 had David not let his mother pin his
 money to his pocket?

Why did Miss Cameron say, "I don't know
 what to do"?

Pages 120-121

Why did David blink his eyes very fast?

Why do you think the cross-looking man came to
 the school?

Why did David run off without saying
 anything to the man? Why did he not
 stop when the man shouted?

How did David feel when the old man shout-
 ed at him in the classroom? Why?

How did David feel now?

Pages 122-123

Why had the old man come to the school? Was the old
 man really cross? How do you know? How does David
 feel now?

3. Following the reading

Practice Book

a) Use Practice Book page 38.

Group A

b) Have the pupils match (1) the way the man felt, and (2) his actions, to the
 events in the first column.

what happened	what he felt	what he did
1. He saw David fall.	didn't want David to get the wrong idea about him	he invited David to visit the kitten
2. David said, "I didn't hurt your kitten."	thought David needed the wallet	said that he didn't say that
3. He couldn't catch David and had to run to school.	was afraid David was hurt	asked what David was do- ing with the kitten
4. The man thought the whole thing over.	cross, David wouldn't do what he was told	brought the wallet to school
	he'd been pretty cross and David had saved the kitten	scolded David for not stopping

This is a fairly difficult exercise. You may want to do only part of it, depending upon
 your group. Some of the ideas will be too advanced for your slow group.

C. ACTIVITIES RELATED TO BLOCK 99

word meanings

*1. Variant Word Meanings:

ran

1. David *ran* to school.
2. David *ran* his toe up and down along the crack in the floor.

Discuss the two meanings of *ran*. Have pupils demonstrate the action in each sentence. Pupils may suggest other meanings, for example, the train *ran* off the track.

line

1. Draw a *line* on the page.
2. The boys *lined* up at the door.
3. Miss Cameron came down the *line* of boys.

Follow the procedure suggested for *ran*.

descriptive words

2. List on the board words that describe the people in the stories "A Special Sort of Day" and "The Red Skirt." Have the pupils make two columns on a page, one for each story, and put the words in the correct columns.

Words to use

silly	angry	confused	upset
furious	funny	excited	impatient
comical	sorry	foolish	relieved

point of view

*3. Discuss with the pupils the fact that the story "A Special Sort of Day" is written from David's point of view. It could, in fact, be written in the first person. Ask the pupils how the story would be changed if it were written from the point of view of the old man; or if some parts were written as seen through the eyes of the kitten.

oral

Have the pupils choose one incident from the story (for example, David climbing the tree) and tell it from a different point of view. For example, what was the kitten thinking as David climbed up?

writing

Have each child choose one incident and tell it from the old man's, or the kitten's, viewpoint.

(related to
Listening
Lesson 21)
detail

4. Pupils list the various things that the different characters in "The Red Skirt" thought the skirt was.

(related to
Listening
Lesson 21)
description

*5. Have pupils describe and illustrate the hat they think Mrs. Goose put on when she went out.

(related to
Listening
Lesson 21)
cause-effect

6. Write on the board (or mimeograph) the following sentence beginnings. Pupils finish each sentence by telling what happened.

Mrs. Goose needed a skirt so _____.
She had a new skirt so _____.
She caught the skirt in the door so _____.

BLOCK 100

I SKILLS LESSONS

A. LISTENING

To understand emotional reactions

Lesson 22: page 461

Lesson 23: page 463

B. WORD PERCEPTION

Structural analysis — comparative forms

Lesson 75: page 303

Practice Book: page 39

C. INTERPRETATION

Sensing emotional reactions

Lesson 20: page 377

STORIES TO STUDY A: pages 36-37

STORIES TO STUDY B: page 36

Lesson 21: page 379

D. SPELLING

Page 333	Word list	1. babies ladies	2. before after
	Test-Study	baby was	up to

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Anyone in
authority
must enforce
rules; the
same rules
apply to all.

- 1. Oral Discussion** You might initiate the discussion by having the pupils name the kinds of rules they must obey at school. (e.g. Playground Rules; Rules for Games; Lunchroom or Cafeteria Rules; Rules for Classroom Behavior etc.). Guide the discussion so that pupils realize (1) that rules are set up for the good of the whole group; (2) that it is often necessary to have someone appointed to enforce the rules. Pupils should realize that if the rule is a valid one, it is most important that it be enforced.

Extend the discussion to authorities outside the school who must be obeyed. Limit the discussion to those with whom children are likely to have contacts as librarians, park recreation supervisors, club leaders, policemen.

If you do not have a school patrol, develop an understanding of its function.

2. Writing

Suggested
topics

- a) Develop a chart under three headings:

	<u>School Rules</u>	<u>Authority</u>	<u>Importance</u>
(i)	Lunchroom rules	Monitors	We must keep the lunchroom clean and neat

and so on.

- b) Why we need playground rules.
c) The School Patrol —
d) Penalties for breaking school rules.

B. READER SELECTION

“A RULE IS A RULE”

Theme

Anyone in authority must enforce rules; the same rules apply to all.
(Allan had to learn that a rule is a rule — even for a brother.)

1. Vocabulary

Core words:

Page 125 cross

Page 127 across

Page 125 ever

Review words:

Page 125 don't
until

Page 128 before

Other words:

Page 124	School Patrol mirror badge	Page 128	stared disobeyed principal's office
Page 125	younger thought	Page 129	ordered angrier
Page 126	angrily	Page 132	race

2. Directing the reading

Present the title and have the pupils consider its possible meaning.
Note the school patrol belt in the illustration.

Understanding
changes in
emotional
reactions of
story characters

Encourage the pupils to use the words of the speakers, the situations, and descriptive words to recognize the emotional reactions of the story characters. Oral reading of selected speeches can help to emphasize the emotional connotations.

Suggested questions to guide the reading:

B

Discuss the illustration, and bring out Allan's obvious pride. How does Allan feel wearing his brother's belt? How do you know? What did he do when Roger shouted?

A

How does Allan feel when he is all alone in front of the mirror? How does he feel when he is caught wearing Roger's things?

How does Roger feel about Allan touching his things?

How does Roger show he is angry? What did he tell Allan? Why is he so angry? What did Allan do when Roger left? What word might describe how he feels?

Why is Roger so angry? How does Allan feel after he stamps out?

What is Roger doing? What did Allan say to him?

Why do you think Allan shouted at Roger?

What did the other children do?

How did Roger look?

How do you think Roger felt? (*Pupils should note his probable embarrassment as well as anger.*)

What did Allan do? What did Roger do? How does Roger feel?

Why do you think Allan stepped out on the street? How does Roger feel?

Page 124

Encourage use
of a variety
of words
such as:

proud

surprised

Page 125

guilty

angry

furious

sulking

Page 126

show-off

dare-devil

embarrassed

indignant

Page 127

defiant

cross

	<div>B</div>	<div>A</div>
Page 128 threatening	How does Roger surprise Allan? Why did he write down Allan's name? How does Allan feel now?	
Page 129 coaxing sympathetic	Show how Roger spoke to Allan. What did Allan do? What did Allan say to Roger? Show how he spoke. What did Roger do?	Why did Allan threaten Roger? How do you think the other children feel now? Why?
Page 130 ashamed	How do you think Allan feels watching Roger? Is Roger still angry? Why did Allan wait for Roger?	
Page 131 understanding	How does Roger explain to Allan what he has done? Read what he said.	
Page 132 sympathetic	How do you know Roger isn't angry any more?	Do you think Allan will carry out his threat to tell their dad on Roger?
	Following the reading discuss with the pupils whether or not they would like Roger for a big brother.	

3. Following the reading

Practice Book

- a) Use Practice Book page 40.
- b) Have the pupils each write three rules they must obey.

C. ACTIVITIES RELATED TO BLOCK 100

words
for emotions

1. Mimeograph the following exercise or put it on the board. Have the pupils match the statements with the word that tells how each boy felt at that particular moment. Be sure to discuss the pupils' answers because there is room for differences in individual interpretation.

	Roger	Allan
a) Roger caught Allan wearing his safety belt.		surprised furious afraid
b) One of the big boys said, "You tell him, Shorty."		angry guilty smart
c) Roger said, "I'm going to report you."		embarrassed cross show-off
d) Allan stepped out on the road.		proud ashamed
e) Allan waited for Roger.		

Recognizing
emotional
reactions

2. Have the pupils finish these sentences:

- a) Allan sulked when _____ .
- b) Allan felt ashamed when _____ .
- c) Allan was afraid when _____ .
- d) Allan acted like a show-off when _____ .

(related to
Listening
Lesson 23)

Oral discussion:
making
comparisons

(related to
Listening
Lesson 22)
riddles,
remembering
details

* 3. Compare the feelings of the little boy of the poem "The Baby" with the feelings of Roger in the story "A Rule is a Rule."

4. Tell the pupils that the answers to the riddles are characters from the story "Smallest Rabbit Learns a Lesson."

- a) It has wings.
It has a red head.
It hunts for insects.
What is it? _____
- b) It is brown.
It has fur.
It eats fish.
It is long and thin.
It is a good swimmer.
What is it? _____
- c) It is brown.
It has fur.
It eats fish.
In the winter it does not eat at all.
What is it? _____
- d) He is sometimes brown and sometimes white.
He has round pink eyes.
He tried to catch a fish.
He tried to catch an insect.
He tried to sleep all winter.
Who is he? _____
- e) He is sometimes brown and sometimes white.
He has round pink eyes.
He knew buds were the best food for him in winter.
Who is he? _____

(related to
Interpretation
Lesson 20
and Listening
Lesson 22)
classification

5. List animals such as:

elephant	tiger
hippopotamus	chipmunk
bear	rhinoceros
rabbit	fox
lion	alligator
squirrel	wolf
	etc.

Have pupils classify them as:

- a) those you might hunt on a safari
- b) those that Smallest Rabbit might see.

(related to
Interpretation
Lesson 20)
writing
a story

*6. Have the pupils complete the story:

"Did I ever tell you about my safari in Africa?"

BLOCK 101

I SKILLS LESSONS

A. LISTENING

To make inferences

Lesson 24: page 464

Lesson 25: page 468

B. WORD PERCEPTION

Phonetic analysis — consonant combinations *ng* and *nk*

Lesson 19: page 254

Lesson 20: page 255

Practice Book: page 41

C. INTERPRETATION

Inferring

Lesson 22: page 380

STORIES TO STUDY A and B: pages 39-40

Lesson 23: page 381

STORIES TO STUDY A and B: page 41

D. SPELLING

Page 333	Word list	1. thing think	2. read reads	3. morning
	Test-Study	but you	sat fat	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Some people
do not under-
stand imagina-
tive play

- 1. Oral Discussion** Discuss the various types of imaginative play of children. (e.g. “dressing up”; playing school; playing cowboys; talking with pets; taking both sides of a conversation in a play situation; playing with toys, as when a boy with a toy truck becomes a construction crew building a new highway; etc.) Lead the pupils to note that children enjoy this but adults don’t usually play in this way.

Guide them, through your questions, to realize that some adults of their acquaintance do join in their games but others think them silly. Develop a feeling that both adults and children can enjoy such games together.

2. Writing

Suggested
topics

- a) My favorite ‘pretend’ game. (individual)
- b) Directions for a ‘pretending game’ the group can play.
- c) People we know who join our play.

B. READER SELECTION

“JANE’S FRIEND JEROME”

Theme

Some people do not understand imaginative play.
(Everyone else likes Jerome. Why does the baby-sitter laugh at him?)

1. Vocabulary

Core words:

Page 134 nice
already

Other words:

Page 133 baby-sitter Page 135 make-believe
baby-sitting
dentist Page 137 different
waited sometimes
banged

Review words:

Page 133 because

Page 134 enough

Page 133 read

Page 134

anything
frowned

Page 138

upstairs
doorway

2. Directing the reading

Present the title. Pupils should relate the story to the oral discussion as they read.

Through your questioning help the pupils to recognize the unsympathetic, unimaginative nature of the baby-sitter, and the reactions to this of the highly imaginative Jane.

Inferring

Suggested questions to guide the reading:

B**A**

Page 133

How do you know Jane has a new baby-sitter today?
What does the baby-sitter plan to do? What does Jane expect her to do?

Page 134

Can Jane read? What is Jane going to do?

Why does Jane want the baby-sitter to read to her?

Who does the baby-sitter think Jerome is at first?
Why does she think he is a toy?

Do you think Jane likes the baby-sitter?

Page 135

Is Jerome real? What is he? What does Jane do for Jerome?

What have you learned about Jerome?

Page 136

Why does Jane need two pillows?

What did Jane and Jerome do?

Page 137

Why did Jane stare at the baby-sitter?
What did she ask her to do? Did Jerome really want to hear a story? Who did? Did Jane enjoy the story? How do you know?

How do you know the baby-sitter didn't want to read to Jane? How do you know that Jane didn't enjoy the story?

Page 138

Does Jane want the ladies to come?
How do you know? What did the baby-sitter do to Jerome? What did Jane do?

How do you know that the baby-sitter doesn't like Jane's game?

What happened when Jane came downstairs? Who do the ladies think Jerome is?

Page 139

Does the baby-sitter really believe in Jerome? Does anyone else make fun of him? What does Jane say to Jerome?

Why is the baby-sitter telling about Jerome? How does Jane feel? Who is the baby-sitter really laughing at?

Page 140

Why did Jane say she didn't know anyone named Jerome? Has she really given him up?

Following the reading discuss whether the pupils would like Jane's baby-sitter and why or why not.

3. Following the reading

Practice Book

- a) Use Practice Book page 42.
- b) Have pupils draw the Jerome that each saw in their minds as they read the story.

Poem

c)

RADIATOR LIONS

George lives in an apartment and
His mother will not let
Him keep a dog or polliwog
Or rabbit for a pet.

So he has Radiator-Lions.
(The parlor is the zoo.)
They love to fight but will not bite
Unless he tells them to.

And days when it is very cold
 And he can't go outdoors
 They glower and they lower and they
 Crouch upon all fours

But he loves Radiator-Lions!
 He's glad, although they're wild,
 He hasn't dogs and polliwogs
 Like any other child!

And roar most awful roarings and
 Gurgle loud and mad.
 Up their noses water goeses —
 THAT'S what makes them bad.

Dorothy Aldis

C. ACTIVITIES RELATED TO BLOCK 101

description

- *1. Discuss the advantages of having a make-believe friend. What are the disadvantages? Have the pupils suppose they could have a real friend who looked and acted just as they wanted him to be. What would he be like? Have each pupil describe this friend.

compound words

2. There are many compound words in this and the subsequent stories. Have the pupils use the following (chosen from the stories) in different types of exercises as
- write the two roots of each;
 - give the roots and have pupils make compound words from them;
 - use them to fill in blanks in sentences.

everything	something	upstairs
anyway	sidewalk	anyone
himself	sometimes	without
afternoon	downtown	cannot
everyone	someone	arrowhead
whenever	myself	deerskin
anything	downstairs	yourself

oral—
 (related to
 Listening
 Lesson 25)
 comparison

3. Re-read the poem "Breakfast Time." Compare the little girl and her sister in the poem to Jane and the baby-sitter in the story "Jane's Friend Jerome." Which are alike?

(related to
 Interpretation
 Lesson 22)
 choosing words
 that answer a
 question
 precisely

4. Underline, on pages 39-40 of *Stories to Study*, parts of the story that:
- name things which most people like that make Benny scowl;
 - show Grandmother was worried;
 - tell what Benny's favorite stories were about;
 - show Benny was excited;
 - tell why the little girl is crying.
 - tell the shape of the pond.

Remind the pupils to underline just the words or sentences that give the information required. Discuss their responses. If pupils have underlined more than is needed, discuss the question and its precise answer.

(related to
 Interpretation
 Lesson 23)
 writing about
 personal
 experiences

- *5. Have pupils write about an activity that they enjoy doing either with their own parents or with the parents of a friend.

BLOCK 102

I SKILLS LESSONS

A. LISTENING

To make judgments

Lesson 26: page 470

Lesson 27: page 472

B. WORD PERCEPTION

Phonetic analysis – consonants *c* and *g*

Lesson 21: page 256

Lesson 22: page 258

Practice Book: page 43

C. INTERPRETATION

Making judgments

Lesson 24: page 382

STORIES TO STUDY A and B: pages 42-43

Lesson 25: page 383

STORIES TO STUDY A: pages 44-46

STORIES TO STUDY B: page 44

D. SPELLING

Page 334	Word List	1. face cry bag large	2. better much	3. milk
	Test-Study	may way	by get	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Environment
affects our way
of thinking
and feeling.

1. Oral Discussion You might begin the discussion by inquiring which your pupils think is the “best school,” the “best class,” the “best playground,” the “best street to live on,” etc. Through the discussion, help the pupils to realize that we often prefer what we are most familiar with.

Extend the discussion to the attitudes and feelings of children from environments presenting greater contrasts — an Eskimo, or a child from the tropics visiting your school area, a child from long ago in your environment, etc.

2. Writing

Suggested
topics

- a) Why we think our school is “best.”
- b) What a pioneer boy or girl would say if he/she visited our school.
- c) Why I like to live in the country/city.
- d) Things that were “different” when I moved.
(individual, for children who have recently moved)

B. READER SELECTION

“ALEXANDER”

Theme Environment affects our way of thinking and feeling.
(Martin couldn’t understand his cousin — so it would be much better for him to go back to the city.)

1. Vocabulary

Core words:

Page 141 stay
tomorrow

Review words:

Page 141 better
much

Other words:

Page 141 Cousin Alexander

Page 145 squealing

Page 142 paler
suit

Page 146 popsicle

Page 143 meadow

Page 147 orchard
piece

Page 144 clover

Page 148 exploring
station

2. Directing the reading

Present the title.

Help the pupils to enjoy Martin’s gradual disillusionment in the face of Alexander’s adamant refusal to participate in country activities. They should also, however, recognize that Alexander is likely frightened and unsure of himself in a new environment and among strangers.

Suggested questions to guide the reading:

Making
judgments**B****A**

Page 141

Why is Alexander coming to the farm? - - - -

Why does Martin say Alexander will be happy? Is this a good reason? What is another reason Alexander might be happy?

Does Martin give a good reason for Alexander's being happy? Why is Martin glad that Alexander is coming?

Page 142

Discuss the contrast in the appearance of the two boys in the illustration.

How did Martin welcome Alexander?
How did Alexander answer him? What do you think of his answer? Can you tell why he answered in this way?

What do you think of Alexander's answer to Martin's welcome? Why do you think he answered this way?

Page 143

How do you think Martin felt when Alexander said the city was better?

Why does Martin think the country is better? What did he show Alexander?

Pages 144-145

Why does Alexander say they don't need cows in the city? Hens? Is he right? What two things on the farm does Alexander dislike?

Why does Alexander say the city is better? Is he right?

Why doesn't Alexander like any of the farm animals? *(If necessary, question in more detail to bring out that Alexander retreats when each approaches him, that he is frightened by their friendliness.)* Why isn't Martin frightened when the hen and the cow and the pigs come up to him?

How do you think Martin feels about Alexander's comments? *(Pupils might consider how they would feel if they were showing off their favorite possessions and got a response such as this.)*

Page 146

What does Martin want to do next?
What does Alexander want to do?

What does each boy want to do? Why do they choose these things?

Page 147

Where does Martin get his between-meals snacks?

Why doesn't Alexander like this?
(He probably has never climbed a tree but doesn't like to admit it.)

Why does Alexander say he doesn't like this way of getting a lunch?

What do you think Martin is thinking?
What do you think Alexander is thinking?

Page 148

What country things does Martin want to show Alexander? What does Alexander say about that? How does Martin feel now about his cousin's visit?

Have Martin's feelings about his cousin's visit changed since the first page? Do you think Martin is right to feel unhappy about it?

B**A**

What "city thing" did Martin think of to show Alexander?
Was Martin right to go away and leave his guest sitting at the station?

Page 149

Discuss the illustration, bringing out Martin's feeling of relief and Alexander's "aloneness."

How does Martin explain Alexander's absence?

Why does Martin say "It's much better?"

Page 150

Why did Mother and Father say Alexander couldn't stay at the station?

How did Martin "get even" with Alexander?

What do you think of Martin's solution to his problem?

Following the reading discuss:

- (1) what will happen immediately;
- (2) what will ensue if Alexander stays;
- (3) the reasons for the boys' misunderstanding on the first day and whether or not the behavior of each was justified.

3. Following the reading

Practice Book

- a) Use Practice Book page 44.
- b) Discuss what the situation would have been if the boys' positions were reversed and Martin visited the city. This could culminate in (i) a class story entitled "Martin" to parallel "Alexander"; (ii) a period of creative dramatics in which pupils portray the two boys.

Poem

- c) Read the poem, "Barefoot Days." Before you read, ask the pupils to think as you read, about Alexander and Martin, and decide which boy would understand best the feeling of the person in the poem.

BAREFOOT DAYS

In the morning, very early,
That's the time I love to go
Barefoot where the fern grows curly
And grass is cool between each toe,
On a summer morning-O!
On a summer morning!

That is when the birds go by
Up the sunny slopes of air,
And each rose has a butterfly
Or a golden bee to wear;
And I am glad in every toe —
Such a summer morning-O!
Such a summer morning!

Rachel Field

C. ACTIVITIES RELATED TO BLOCK 102

writing a
conversation

*1. Through discussion lead the pupils to realize that some city children would like the farm very much and that some farm children might think the farm contained nothing of interest. Have the pupils write a conversation between Alexander and Martin suggesting this change of attitude.

(related to
Listening
Lesson 27)
adjectives

*2. Harry was a *wonderful* dog.
Have pupils substitute adjectives that change the meaning of the sentence.

(related to
Interpretation
Lesson 24)
details and
judgment

3. List two things that the story "The Adventures of Two Bears" tells us that Mother Bear had to teach the cubs. List two more things that *you* think she would have to teach them.

analogy

4. The story tells us what Mother Bear did with her cubs when she wanted some time of her own. Have the pupils tell what *their* mothers do in the same situation.

(related to
Interpretation
Lesson 25)
predicting
outcomes

*5. Have the pupils look at the story "The Wish Box," pages 44-45 of *Stories to Study*. Tell them to look at Section 6 and locate the place where the mouse destroyed the wish box. Have them suppose that he had *not* destroyed the wish box and write a different ending for the story.

Poem

Page 151,
OUT
AND AWAY

WALKING

Read the poem "Walking," bringing out the "fast walk" rhythm.

Talk briefly about the children walking with their father, bringing out their struggle to keep up.

Re-read the poem as pupils follow in their books.

Instruct the pupils to listen as you read the poem again, and notice how the author has arranged his lines. Help them to see that the short jerky lines give the effect of the children skipping along.

Have individual pupils prepare and read the poem.

BLOCK 103

I SKILLS LESSONS

A. LISTENING

(No lessons suggested for this block)

B. WORD PERCEPTION

Structural analysis – suffix *-er* of agent

Lesson 76: page 303

Lesson 77: page 304

Practice Book: page 45

C. INTERPRETATION

Understanding sentence meaning – connectives: *but*, *so*

Lesson 26: page 384

D. SPELLING

Page 335	Word list	1. farm farmer	2. from were red sun	3. men
	Test-Study	run ran		

(Oral and Written Language)

1. Oral Discussion If you are in a school where there are many New Canadians, centre the discussion on the common interests they share with their classmates. Note the differences (as in language) but emphasize the similarities. (All want to learn to read and write their language.)

If your pupils do not have this advantage, choose a culture which is quite different from their own (but one with which they have some familiarity) and have them compare the children's roles. For example, both your pupils and Eskimo children help their mothers by minding younger brothers and sisters, but the job differs; your pupils and Eskimo children share some games but differences in environment necessitate differences in games etc.

Suggested topics

- Games (pets, work) of the Indian children.
- If I lived in the African jungle, I would do some of the things I do now, but some things I couldn't do. (group or individual writing).
- Jobs children anywhere can do for their families.

B. READER SELECTION

“RUNNING WOLF”

Theme

Children of different races are essentially the same.
(Running Wolf didn't really understand his new white neighbors, but he felt
he had much in common with them.)

1. Vocabulary

Core words:

Page 153 many

Page 155 were

Page 154 more

Page 155 clothes

Review words:

Page 153 together
from

Page 156 different

Page 157 dreadful
breath

Other words:

Page 153 Running Wolf
Prowling Bear
wigwam
strange
shining
chief

Page 159 touched

Page 154 bow and arrow

2. Directing the reading

Present the story title, and the names “Running Wolf” and “Prowling Bear.” Ask the pupils what people the names make them think of. Remind the pupils of the oral discussion and ask them to notice as they read, ways in which Running Wolf is like themselves.

Understanding
sentence
meaning –
connective
“but”

In this story pupils will be reading about a remote period of time and people (the white men as well as the Indians) whose ways are unfamiliar. Be sure your pupils recognize that the pictures accompanying the text provide aids to understanding, and make full use of them to supplement the information in the text.

Recognizing
relationships–
cause-effect

Suggested questions to guide the reading:

	<div>B</div>	<div>A</div>
Page 153	<p>What has excited the Indian braves? How was the axe different from the Indian axes? <i>(You may want to focus attention specifically on the use of ‘but’.)</i></p>	
	What could the axe do? What did the Indians say when they saw this?	Why did the Indian braves say ‘Aaaaa’?
Page 154	<p>How did Prowling Bear get the axe?</p> <p>Why do you think Running Wolf wants an axe? <i>(Relate this to the desire of children everywhere for things that are new, bright, admired.)</i></p>	<p>Why did Prowling Bear laugh about the trade he had made?</p>
	What did Running Wolf ask Prowling Bear?	Why did you think Running Wolf asked if the white men had more axes?
	What did Running Wolf keep thinking about?	
Page 155	<p>What had Running Wolf heard about the white men? How did this make him feel?</p> <p>What do you think Running Wolf is planning? <i>(Relate the term “half a day’s running down the river” to modern concepts of time and travel.)</i></p>	<p>Why was Running Wolf afraid of the white men?</p>
Page 156	<p>How do you know Running Wolf is very frightened?</p> <p>What do you think Running Wolf saw, that made him think the white people were strange and different?</p>	
“but”		
“but”	<p>What did Running Wolf see the white men doing? How did this make him feel?</p>	<p>Why did Running Wolf become less afraid?</p>

	B		A
Page 157	What did he see that frightened him?		But what frightened him again?
"but"	What did Running Wolf plan to do?		What made Running Wolf decide to stay?
	What changed his mind?		
	How did he feel when he saw the white boy? How do you think the white boy feels?		
Page 157	What made Running Wolf feel safe?		What are the two boys thinking as they look at each other?
	Why did the white boy say, "Wa-chee-ya?"		
Page 159	How does Running Wolf try to tell the white boy what he wants?		
Page 159	What does the white boy think about the trade?		
Page 160	Why is the Indian boy "the happiest little Indian in the world"?		Why are the two boys smiling? Why is Running Wolf in such a hurry to leave his new friend?
"but"	What did he do just before he disappeared?		
	<i>Following the reading, return to the problem posed in the introduction and discuss similarities and differences between your pupils and Running Wolf.</i>		

3. Following the reading

Practice Book

- Use Practice Book page 46.
- Have pupils dramatize (1) what the white boy told when he returned to his family; (2) what Running Wolf told when he returned to camp.

Poem

c)

OTHER CHILDREN

Some children live in palaces
Behind an iron gate
And go to sleep in beds of gold
Whenever it gets late.

Some other children live in tents
With feathers all around
And take their naps in blankets
That are spread upon the ground.

And way up north the children live
In houses built of ice
And think that beds made out of fur
Are really very nice.

In countries where the nights are hot,
 Without a single breeze,
 The children sleep on bamboo beds
 That fasten in the trees.

Some day I think I'll travel 'round
 And visit every land
 And learn to speak the language that
 Each child can understand.

They'll teach me how to play their games
 And, if they want me to,
 I'll show them diff'rent kinds of tricks
 That I know how to do.

They'll want to ask me questions then
 And I will ask them others,
 Until at last we understand
 Like sisters and like brothers.

Helen Wing

C. ACTIVITIES RELATED TO BLOCK 103

writing a
conversation

*1. If Running Wolf and the white boy had known the same language, write the conversation that you think would have taken place when they met in the forest.

writing a
description

*2. If possible, show pupils pictures of pioneer homes and Indian homes. Discuss their similarities and differences. Have the pupils pretend to be either Running Wolf or the white boy and write a short description of his home.

BLOCK 104

I SKILLS LESSONS

A. LISTENING

(No lessons suggested for this block)

B. WORD PERCEPTION

Phonetic analysis – review consonants *c* and *g*

Lesson 23: page 260

Practice Book: page 47

C. INTERPRETATION

Understanding sentence meaning – pronoun reference

Lesson 27: page 385

STORIES TO STUDY A and B: page 18

D. SPELLING

Page 335	Word list	1. cent cost	2. ride what	3. sister
	Test-Study	this three	will did	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
People are
more alike
than
different.

1. Oral Discussion

Build your discussion on the concepts developed from the story
“Running Wolf.” As the story was read, attention was focussed on the similarities between the children. Now discuss the probable similarities between the two groups – the Indians and the white men. (Both have built homes for their families; both hunt for food; both laugh and talk as they work; each admires the skill of the other, etc.)

Suggested
topics

2. Writing

a) Things both the Indian and white men liked to do.

b) Things the pioneers did that we still do today.

c) Ways in which Running Wolf and the white boy were alike.

B. READER SELECTION

"THE HUNTER OF LONG AGO"

Theme People are more alike than different.
(Steve learned that the Indians and the white men weren't enemies at all times.)

1. Vocabulary

Core words:

Page 161 held

Page 165 lost

Page 168 used

Review words:

Page 161 like

Page 162 ride

Page 161 what

Other words:

Page 161 strange- Page 163 field

looking

arrowhead Page 164 battle

Museum

believe Page 166 pouch
deerskin

Page 162 history books

corral Page 167 Indian Lodge

2. Directing the reading

Understanding
sentence
meaning —
pronoun
reference

Present the story title. Relate it to the arrowhead in the boy's hand in the picture.

Inferring

Help the pupils to recognize and enjoy the literary device of telling a story within a story. Guide the reading to help pupils make inferences as they read (and incidentally to recognize Steve's unfounded inference about the Indians).

Suggested questions to guide the reading:

B

Page 161 What might Steve have said instead of "I've never seen a white *one*"? How do the children know they have found an arrowhead? How does Steve know it is a good one? What does Steve think it was used for?

Page 162 Where did Steve learn about Indians and white men? Where else might he have learned about them?

Who is Joe Rusty? How is he like white men?
How is he different?

Page 163 Who does Joe mean by "my people"? What does Joe work at?

Page 164 What did Steve want to ask about?

A

Read Steve's last speech. What does he mean by "*it*"? Why does Steve think the arrowhead was used in a battle? Do you agree with him? What else might it have been used for?

In what ways could Steve have learned about Indians and white men?

Why did Steve think Joe wouldn't tell him about battles? What did Joe think of as he looked at the faraway hills?

B

A

Page 165

Be sure pupils recognize pictures and text as telling a "story within a story."

What did the Indian hunter see? Why did he follow the tracks? What did he find?

How did the hunter know the white man was lost? What would have happened to the white man?

Page 166

What did the hunter do?

What did the hunter do? Why hadn't the white man done these things for himself?

Page 167

What will happen after the men get to the Indian Lodge?

Why do you think Joe told this story?

Page 168

What does Steve think about his arrow-head?

What does Steve understand now?

Do you think Joe Rusty is a good neighbor to have?

3. Following the reading

Practice Book

a) Use Practice Book page 48.

Poem

b)

INDIAN CHILDREN

Where we walk to school each day
Indian children used to play –
All about our native land,
Where the shops and houses stand.

And the trees were very tall,
And there were no streets at all,
Not a church and not a steeple –
Only woods and Indian people.

Only wigwams on the ground,
And at night bears prowling round –
What a different place today
Where we live and work and play!

Annette Wynne

C. ACTIVITIES RELATED TO BLOCK 104

review
stories--
making
judgments

*1. Have the pupils look at the Table of Contents for the first two sections of *Out and Away*. Tell them to recall the people and incidents in the stories and answer the following questions.

- a) Which person would you most like to be? Why?
- b) Which story would you like to have happened to you? Why?
- c) Which is your favorite story? Why?
- d) Which person would you most like to have for a friend? Why?
- e) Which picture did you like best? Why?

BLOCK 105

I SKILLS LESSONS

A. LISTENING

To recognize relationships – time

Lesson 28: page 474

Lesson 29: page 476

B. WORD PERCEPTION

a) Using the context

Lesson 62: page 291

Practice Book: page 49

b) Structural analysis – compound words

Lesson 78: page 305

Practice Book: page 50

C. INTERPRETATION

Recognizing relationships – time

Lesson 28: page 386

STORIES TO STUDY A and B: page 49

Lesson 29: page 387

STORIES TO STUDY A and B: pages 51-52

D. SPELLING

Page 336	Word list	1. cannot	2. buy	3. penny
		good-bye	keep	pennies
		anything		
	Test-Study	cowboy		
		today		
		into		

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

- Theme:
Automatic
devices
help in
enforcement
of traffic
laws (parking
meters).

1. Oral Discussion Discuss the purposes served by parking meters. Bring out (a) the necessity for traffic control, and (b) the automatic control exercised by parking meters.

You might initiate the discussion by having the pupils recall instances when their fathers had driven around looking for a place to park. This will focus attention on the congestion in busy areas and the necessity for some form of control to force or encourage (depending on whether or not there is a time limit as well as a charge) the sharing of parking facilities. Discuss how the parking meters are checked in your area — policeman, or men whose specific job it is to check on parking.

Discuss the operation of the parking meter, using a chalkboard diagram if necessary. Pupils may relate this to devices (such as egg timers, or minute timers on stoves) they have at home.
- Suggested
topics

2. Writing

a) How a parking meter operates.

b) Reasons why parking meters are necessary.

c) Develop a story about what happened to a car whose driver stayed away too long.

B. READER SELECTION

“LUCKY PENNIES”

Theme

Automatic devices help in enforcement of traffic laws (parking meters).
(Elizabeth valued her lucky pennies — but she didn’t want the policeman to put a ticket on her friend’s car.)

1. Vocabulary

Core words:

- Page 172 through
- Page 174 near
- Page 176 move(ed), (ing)

Review words:

- Page 172 buy
- Page 173 keep

Other words:

- Page 172 shiny
envelope

Page 176 minutes
circle
- Page 173 really
garage

Page 178 listening
nickel
- Page 174 trouser
Thunderation!

Page 179 winked
wrapped
- Page 175 chance

Page 180 package

2. Directing the reading

Present the story title. Do *not* refer to the preparatory discussion at this point.



When guiding the reading, encourage the pupils to recognize Elizabeth's reluctance to part with her pennies and her sense of consideration for her friends; and the policeman's puzzlement.

Recognizing
relationships –
time

B

A

Page 172

How often did Elizabeth meet the mail-man?
What was the "different" kind of letter?

What surprised Elizabeth? Why were the pennies placed in the letter?

Page 173

Why does Elizabeth want to keep the pennies? Where did she go with her pennies?

Why isn't Elizabeth going to spend the pennies? Why does she wish they were really gold?

Introduce the term, "window shopping".

Page 174

How did Elizabeth get down town? How did Billy get down town?

How long has it taken Elizabeth to get down town?

How did it happen that both Elizabeth and Billy arrived at the parking meter at the same time?

Page 175

How do you know Mr. Bangs is in a hurry?
How much money does he need for the meter? How long is he going to be?

How long does Mr. Bangs expect to be gone?
What does he mean when he says "I'll have to take a chance?"

Why is the policeman putting a ticket on the car?

Page 176

Why did Elizabeth put the penny in the meter? How long can the car stay now?

Why did Elizabeth count the minutes backwards? How long is 12 minutes? (*relate to a familiar experience*) How long did it seem to Elizabeth?

Page 177

How long was it until the policeman came back?

How long has Mr. Bangs been away?

How does Elizabeth feel about losing her pennies?
Why didn't the policeman give Mr. Bangs a ticket when he'd seen the red circle twice?

Page 178

How many minutes ticked away? Why is the policeman puzzled?
Why did the meter move up to sixty minutes?
What could Mr. Bangs and Billy do in an hour?

Page 179

Why isn't Elizabeth really happy with her surprise?

What tells you Elizabeth is a polite child?

Why did Mr. Bangs wink at the policeman?

B

A

Why did Elizabeth change her mind about her gift?

To whom did Elizabeth give the pennies? How many people should be lucky now?
Why did she give them?

*Following the reading, discuss the problems faced
by Mr. Bangs, Elizabeth and the policeman.*

3. Following the reading

Practice Book

a) Use Practice Book page 51.

C. ACTIVITIES RELATED TO BLOCK 105

oral –
using similies

*1. Have pupils complete the following sentences.

New pennies shine like_____.
Parking meters are like_____.
A roll of pennies looks like_____.
etc.

writing a
paragraph

2. Have pupils write a paragraph beginning

Once I had a lucky charm. (I have.....)
It was lucky because _____.

comparison

*3. Compare Elizabeth’s plans for her “Lucky Pennies” with William’s “Magic Wishbone.”
(*Stories to Study*, pages 51-52)

making a list

4. Have pupils list as many other automatic machines as they can; for example, pop machines, coin laundries, candy machines, etc.

imaginative
writing

*5. Discuss the travels of a penny (nickel, dime, quarter) with the pupils. What do you think happened to Elizabeth’s lucky pennies after she put them into the parking meter? What happened to them after that? Do you think they might again be lucky pennies? How might they become lucky pennies? Can you think of how a penny might be really important in the life of a boy or girl? Have pupils write the story of a penny, focussing attention on a single exciting incident.

(related to
Interpretation
Lesson 28)
time
relationships

*6. Pupils re-read “The Fairy Who Got a Surprise” (*Stories to Study*, page 25). Have them tell the time of year the story took place and then list the clues from the story that helped them decide on the time.

time
relationships

(related to
Interpretation
Lesson 29)
imaginative
writing

*7. Have pupils pretend they are about to write a story. Each chooses his own topic and then lists three things he would mention when writing that would tell his readers when the story took place. Later have these clues read and classmates attempt to establish the time of the proposed story.

8. Have each pupil list the six wishes he would make if he were in William's place. Have the pupils write what they imagined when they "thought and thought" about *one* of the wishes.

Poem

Page 170

OUT

AND AWAY

MOTOR CARS

Read the poem to the pupils.

Ask the pupils to listen as you read the poem again to find out what the poet thinks the motor cars are like.

Discuss briefly:

a) where the poet is watching from,

b) the ways in which the cars remind the poet of beetles.

Pay particular attention to such phrases as:

"as they slowly crawl"

"huddle close with hum and drone"

"grope their way"

"the golden feelers of their light."

Have the pupils close their eyes, pretend they are in a "city window, 'way up high," and listen and "watch" as you read the poem again.

Poem

Page 171,

OUT

AND AWAY

THE POSTMAN

This poem is very simple, both in idea presented and language used. Have the pupils study and prepare the poem for oral reading independently. Have several pupils read it orally to the class.

BLOCK 106

I SKILLS LESSONS

A. LISTENING

To make inferences

Lesson 30: page 478

B. WORD PERCEPTION

Phonetic analysis – vowel digraphs *oa, ay*

Lesson 24: page 261

Practice Book: page 52

Lesson 25: page 262

Practice Book: page 54

C. INTERPRETATION

Inferring

Lesson 30: page 388

STORIES TO STUDY A and B: pages 54, 55, 56

Lesson 31: page 389

STORIES TO STUDY A and B: pages 58-59

D. SPELLING

Page 337	Word list	1. away say boat coat road	2. where shall	3. child
	Test-Study	bat Dad	of had	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Innovation
leads to
increased
productivity.

1. Oral Discussion

Using a square piece of paper and scissors cut out a circle. Ask the pupils how you could proceed to cut out six more circles of the same size. Lead them to see that the way to produce the six circles in the shortest time would be to pile six pieces of paper one on top of the other and cut around the circle pattern, thus getting six circles with one cutting.

Discuss time-saving devices commonly used today. At the same time compare each device with the old-fashioned model in terms of efficiency, saving of time and energy, or increased productivity; for example, the power mower with grass-catcher attached vs. hand mower and rake, the snow-blow machine vs. men shovelling snow, or the electric milking machine vs. the hand-milking method.

Stress that each new machine or thing that we have is the result of *an idea* of someone's.

The examples which you choose should be familiar to the pupils in your class.

Ask your pupils if they have ever invented new ways of doing things, or if they know of something someone else has thought of. If pupils are familiar with the story of Hansel and Gretel discuss the idea of the children using pebbles to find their way home.

Suggested
topics

2. Writing

a) An account of the ideas that pupils related in the oral discussion.

b) Prepare two lists of items, one set used in pioneer days, the other in use today.

c) “Necessity is the Mother of Invention.”

B. READER SELECTION

“TURKEYS AND BELLS”

Theme

Innovation leads to increased productivity.
(Clare solves a mystery that had her mother puzzled.)

1. Vocabulary

Core words:			
Page 181	mean		
Page 182	sure		
Review words:			
Page 182	shall		
Page 183	where		
Other words:			
Page 182	hatch	Page 184	harness
	troubled		
	voice	Page 185	caught
Page 183	finished		
	bushes		
	thoughtfully		

2. Directing the reading

Present the story title. Refer to the picture and ask the pupils to give opinions about the times in which this story takes place. Have them provide evidence for their choice (picture clues). Have the pupils conjecture on the possible association between turkeys and bells.

Through your questioning, help the pupils to realize that when Clare was faced with a real problem, she was able to come up with a solution through creative thinking.

Inferring

Suggested questions to guide the reading:

B

A

Page 181

Read until you come to the question “What does that mean?” *(Be sure the pupils realize who asked the question.)* Answer the question. How did you arrive at your answer? Read the rest of the page and check the accuracy of your answer.

Page 182

Why does Clare think that there will be baby turkeys? Why does Mother think that there may not be baby turkeys? About how many turkeys could Clare have if she found the nests?

What would Mother do if she could find the nests? Why would it be worth while for Clare to try to find the nests?

Page 183

How would you go about trying to find the nests? How do you know that Clare wasn't going to look in the woods for them?

How did Clare proceed to solve the problem of the missing nests?

What do you think she will do with the red wool?

Page 184

Look at the picture. Were you right? What do you think Clare will do with the bells?

Page 185

How do you know that Mother didn't know about Clare's plan? Where had the four turkeys been when Clare tied wool on the others?

Why did Clare want to catch the turkeys that had no red wool? Why didn't they have red wool on their necks?

Page 186

Why did she tie bells on the four turkeys? What will happen to the bells when the turkeys move?

How will the bells solve Clare's problem? How does Mother feel about Clare's good idea?

What reward will Clare get for her bright idea?

Following the reading discuss with the pupils the efficiency of Clare's solution, in terms of time and energy. The pupils may be able to contribute other ideas for solving the problem. They may need some "thinking time" before coming up with a solution. This is an opportunity for creative responses.

3. Following the reading

Practice Book

a) Use Practice Book page 53.

C. ACTIVITIES RELATED TO BLOCK 106

word meanings

*1. Variant Word Meanings:

mean

- (1) What does red wool on the turkey's neck *mean*?
It *means* that the turkey slept in the turkey house last night.
- (2) I *mean* to have those turkeys.
- (3) The *mean* little boy kicked the dog. A kind boy wouldn't do that.

Discuss the three meanings of *mean*. Have the pupils give sentences using the different meanings.

rest

- (1) The *rest* of the time they eat. The *rest* of the turkeys ran.
- (2) I *rest* when I'm tired.

Follow the procedure suggested for *mean*.

picturesque
language

2. Unusual Use of Words:

- (1) Mother will *keep her eye on* the turkeys.
Mother will *look at* the turkeys.
Mother will *watch* the turkeys every moment.
Mother will *put her eye on* the turkeys.
- (2) *In no time at all* they were lost in the woods.
Very quickly they were lost in the woods.
In less than a second they were lost in the woods.
In fifteen minutes they were lost in the woods.

Have the pupils read the numbered sentence, noting the underlined words. Then have them read the three sentences listed below and choose the one that is the most accurate restatement.

description

*3. Discuss with pupils:

What will Clare do now?
How will she listen for the bells?
How will she walk so as not to frighten the turkeys?
How will she walk so as not to step on the nests?
How will she take the eggs out of the nests?
How will she carry the eggs home?

During the discussion emphasize words and phrases of "manner," e.g., *quietly, gently, carefully, one step at a time, one by one*, etc. Some of these should be listed on the chalkboard.

Have the pupils describe how Clare brought the eggs home. Provide for a brief and informal appreciation of some of the descriptions. Note effective use of words and phrases of manner.

(related to
Interpretation
Lesson 30)
noting details

*4. Have the pupils turn to pages 54-56 in *Stories to Study*. In the story, have the pupils underline all the words and phrases that show that this was a naughty fairy. Remind pupils to underline *only* the parts that indicate naughtiness.

5. Suppose you were the frost king. How would you punish the naughty fairy?

descriptive
words

*6. Have pupils develop a list of words that describe the frost fairy.

Oral or written
conversation

*7. Have pupils relate (orally or in writing) an imaginary conversation in which an animal who has observed the frost fairies' activities describes them to another animal who has not seen them.

Group A
(related to
Interpretation
Lesson 31)

8. Suppose Billy's Sandman offered to give you a wish. What would you wish for?

Group A

9. Have pupils list three reasons why they would (a) like, and (b) not like Christmas every day.

BLOCK 107

I SKILLS LESSONS

A. LISTENING

For the main idea

Lesson 31: page 479

B. WORD PERCEPTION

Phonetic analysis – vowel digraphs *ai, ea*

Lesson 26: page 263

Practice Book: page 54

Lesson 27: page 264

Practice Book: page 55

C. INTERPRETATION

Understanding the main idea

Lesson 32: page 390

STORIES TO STUDY A and B: page 60

Lesson 33: page 391

STORIES TO STUDY A and B: page 62

D. SPELLING

Page 338	Word list	1. train wait each ear dear	2. name near	3. city cities
	Test-Study	hill far	home his	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Names often
have a
significant
meaning.

1. **Oral Discussion** Consider the names of pupils in your class. Note that some have been given names of special significance; that others have names chosen simply because their parents like them. Nicknames that have been “earned” will prove interesting. Consider local place names of interest.

Suggested
topics

2. **Writing**

- a) My name is _____.
It was chosen because _____.
I live in _____.
It is called _____ because _____.
I live on _____ Street.
The street is called _____ because _____.
- b) How our school was named.
- c) An account of the reasons given by pupils for the choice of names of hockey teams.

B. READER SELECTION

“PLACE NAMES IN CANADA”

Theme Names often have a significant meaning.

(Many of our most interesting place names date from early Indian times.)

1. **Vocabulary**

Core words:			
Page 187	time		
	place		
Review words:			
Page 187	name		
	near		
Other words:			
Page 187	especially	Page 188	Yoho
	interesting		British Columbia
	Iroquois		
	country		
Page 189	Niagara Falls	Page 190	Oromocto- (Or ə mok' tō)
	Ontario		New Brunswick
	Huron Indians		Malecite Indian - (Mal' ə seet)
	thunder		
	thunderer		

Page 191	Windigo – (Wind' i gō)	Page 192	Winnipeg
	musical		reasons
	island		Manitoba
	Quebec		legend
	disappeared		prisoner
	imagine		escaped
			Alberta
			finally
			peace
			Wetaskiwin – (Wə tas' kə win)
Page 193	Ontario	Page 194	amusing
	Penetanguishene –		Medicine Hat
	(Pen'ə tang'gwə shēn')		magic
	pieces		language
			explain
Page 195	Kelowna – (Kə lō nə)	Page 195	Lilloet – (Lil' ü et)
	Wabigoon – (Wo' bə gūn')		Klondike
	Coaticook – (Kōt' ə kuk)		Mackinac – (Mak' in ak')
	Penticton – (Pen tik' tən)		

2. Directing the reading

Present the title. Relate this to the oral discussion.



Use a map of Canada to locate the places as they are discussed. (Pronunciation guide for the teacher's use is included in the list of words for each page.) Make full use of the accompanying photographs to develop an appreciation for the natural beauty of our country and an understanding of the appropriateness of the place names.

As the names are explained, try to develop an appreciation of the long history behind them, and a recognition of our continuing ties with the Indian culture.

It does not seem necessary to develop two levels of interpretation of this essay. All pupils should be looking for simple explanations of interesting names.

It is planned to have pupils develop a simple outline of the essay content. During the reading, concentrate attention on isolating the main ideas that will later be used in the outline.

Understanding
the main idea

Suggested questions to guide the reading:

Page 187

What makes names interesting?
How did Canada get its name?

Page 188

Why is Yoho Park well named?

Page 189

Who named Niagara Falls?
How did they choose the name?

Page 190

Look at the picture. Why do you think the Indians named the river "Oromocto"?

Page 191

Would Indians care to visit the Windigo Islands? Do they look to be unpleasant places?

Page 192

How did Winnipeg get its name?
Is this a true story?

(Have pupils use the context to determine the meaning of 'legend'.)

Page 193	Why was Wetaskiwin chosen as the name for a town?
Page 194	How do you think the Indians first happened to call the place 'Penetanguishene'?
Page 195	Did the Indians and the white men have the same name for Medicine Hat? Why not?
	Have the pupils answer the questions. If they do not know the answers, have them consult their parents or other adults.

3. Following the reading

Practice Book	a) Use Practice Book page 56.
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Note for Special Exercise:

Following are the common explanations for the origins of the place names listed on Practice Book page 56. Compare the pupils' explanations with these.

- Crow's Nest Pass: a mountain pass in the Canadian Rockies
The name is taken from the English translation of the Indian name for this place – "nesting place of crows".
- Moose Jaw: a city in Saskatchewan
The name derives from a story that tells how a white man mended his cart at this place with the jaw bone of a moose.
- Copper Cliff: a town in Ontario
This town is the centre of a copper producing area; there are copper smelters here.
- Battle Lake: a lake in Alberta
There are stories of many battles that took place near this lake between the Blackfeet and the Cree Indians.
- Prince Albert: a city in Saskatchewan
This city was named for Prince Albert, the husband of Queen Victoria.
- Pugwash: a town in Nova Scotia
This is a Micmac Indian word meaning "a bank of sand."

- b) Study with your pupils the Indian names listed on page 195 of the reader, and the translation of each. Have oral stories composed to explain how each name happened to be given to a place.

Poem	c) GENTLE NAME
------	-----------------------

Mary is a gentle name
Like the sound of silver bells,
Like a blue and quiet flame,
Like country brooks and ferny smells;
A friendly, wistful name and airy –
Mary.

Selma Robinson

C. ACTIVITIES RELATED TO BLOCK 107

giving reasons

*1. Have the pupils complete the following:

I have a pet called_____.

His name was chosen because_____.

or

If I had a pet I would call him_____because_____.

(related to
Interpretation
Lesson 32)
descriptive
words

2. Have pupils list words that could describe (1) the bear, and (2) the chipmunk.

outline

*3. Have the pupils use page 60 in *Stories to Study*. Direct them to write one sentence that gives the main idea of each section of the story. These sentences should tell the story in outline form.

BLOCK 108

I SKILLS LESSONS

A. LISTENING

To note details

Lesson 32: page 480

Lesson 33: page 482

B. WORD PERCEPTION

Structural analysis — suffix *-ly*

Lesson 79: page 305

Lesson 80: page 306

Practice Book: page 80

C. INTERPRETATION

Noting details

Lesson 34: page 393

STORIES TO STUDY A and B: page 64

Lesson 35: page 394

STORIES TO STUDY A and B: page 65

D. SPELLING

Page 338	Word list	1. kind kindly slowly	2. their give	3. bus zoo
	Test-Study	back black	blue if	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
There are
many civic
institutions
maintained
for the
education
and enjoy-
ment of
citizens,
for example,
the zoo.

1. **Oral Discussion** Refer to the story “A Special Sort of Day”, in Section 2. Have the pupils recall the special trip to the zoo that Miss Cameron’s class was taking.
Discuss the purpose of the zoo and who builds the zoos and looks after them. Bring out the following points: the zoo provides not only enjoyment but education for people; zoos are supported by the city, town, or provincial governments.

2. **Writing**

Suggested
topics

- a) Things you can learn at the zoo.
- b) What I like best at the zoo.
- c) List other civic institutions maintained for education and/or enjoyment of citizens.
- d) An adventure at the zoo.

B. READER SELECTION

“THE LION IS BUSY”

Theme There are many civic institutions maintained for the education and enjoyment of citizens, for example, the zoo.

(The lion was busy UNTIL he almost lost his most ardent fan.)

1. **Vocabulary**

Core words:

Page 197 wait
ready

Review words:

Page 196 their

Page 197 first

Other words:

Page 196	squirmed	Page 200	fierce
			certainly
Page 197	tightly		
	interested	Page 202	stretched
	remember		
Page 199	finally	Page 204	wonderful
	building		bought
	thought		

2. Directing the reading

Present the title. Discuss what a busy lion might be doing. Have the pupils examine the picture on page 196. Ask how the children are behaving and why.

During the discussion have pupils read aloud those sentences that contain italicized words. This will direct their attention to the emphasis that is called for when words are printed in this manner.

Suggested questions for guiding the reading:

Noting details	B	A
Page 196	How did the children act because they were excited? Why were they excited?	What did different children do because they were excited?
Page 197	How were the children going to the zoo and what did they take with them? Who was first in line? Why did Miss Wilson tell the children to stay together? Who decided where they would go first?	Why was Gordon first in line? What two instructions did Miss Wilson give the class?
Page 198	What five things did the seals do?	
Page 199	Where did the children go next? What did they buy for the animals? Why was Gordon first to see the lion? What was the lion doing?	How did the visit to the elephants differ in two ways from the other visits? Describe how Gordon acted and what he saw at the lion house.
Page 200	How did the children expect the lion to act? What did the lion seem to say to Gordon? How did Gordon scold the lion?	Why was Gordon cross at the children? at the lion?
Page 201	Gordon was talking to the lion. He thinks that he can tell what the lion would say if a lion could talk. What reason did the lion give for his behavior and what was Gordon's answer? How did the lion reply? What job did Gordon expect the lion to do?	Read this page and try to remember the main parts of the conversation in order.
Page 202	What did Gordon threaten to do? How did the lion act then?	Why and how did the lion's behavior change?
Page 203	How did the children's behavior change?	
Page 204	Why was the lion still Gordon's favorite animal? How do you think the lion feels? Why?	What made the day a wonderful one for the different children?

Oral
reading

In addition to those sentences containing italicized words, two other parts of the story lend themselves to the reading of the direct words of the speaker: the instructions given by Miss Wilson on page 197 and the conversations between Gordon and the lion on pages 200-204.

3. Following the reading

Practice Book

a) Use Practice Book page 58.

Poem

b) **EXCUSE US, ANIMALS IN THE ZOO**

Excuse us, Animals in the Zoo,
I'm sure we're very rude to you;
Into your private house we stare
And never ask you if you care;
And never ask you if you mind.
Perhaps we really are not kind;
I think it must be hard to stay
And have folks looking in all day,
I wouldn't like my house that way.

Excuse us, Animals in the Zoo,
I'm sure we're very rude to you;
Suppose you all to our house came
And stared at us and called our name.
I hardly think we'd like it at all
In a house that didn't have a wall.
No wonder you pace up and down the floor
And growl a little or even roar—
I'm sure if 'twere we, we'd growl much more.

Excuse us, Animals in the Zoo,
I'm sure we're very rude to you.

Annette Wynne

C. ACTIVITIES RELATED TO BLOCK 108

Noting
details

1. Have the pupils cross out the incorrect responses to the following statements:

- a) Their favorite animal was the monkey.
(Gordon, Toby, Johnny, Penny, Andy, Chuck)
- b) Their favorite animal was the elephant.
(Andy, Johnny, Bobby, Toby, Sally, Robin)
- c) Gordon waited to see this animal.
(tiger, lion, monkey, giraffe, elephant)
- d) The children were ready
when they had their lunch;
when they were in line;
when they were in their seats.

- e) Gordon was
first to feed the elephants;
first to see the lion;
first in line.

- f) Gordon
waited for the elephant to wake up;
waited for the elephant to roar;
waited for the elephant to look fierce.

descriptive
words

*2. Have the pupils recall the descriptive words used to show that the children were having a happy, wonderful, exciting day. List the words on the board as they are given. Words that pupils may remember are: *wiggled, laughed, glad, grinned, giggled, excited, sparkled, wonderful*.
Have the pupils give other words to describe this kind of day.

descriptive
words

3. Follow the procedure above using words describing the lion.
- | | | |
|--------|---------|-----------------------|
| fierce | yawning | growling |
| busy | roaring | lashing his long tail |
| lazy | proud | king of the beasts |
| scarey | | |

write a
paragraph

*4. Have the pupils write a paragraph completing this sentence
“The lion is called the king of the beasts because”

5. When Gordon was talking to the lion it was as if the lion answered him. Remind the pupils, through discussion, how the lion probably felt. Have the pupils discuss and then write some of the things the lion might have said (if he could talk!) from the “king-sized roar” (page 202 on through to the end of the story).

writing a
story

6. Have the pupils imagine that one of their pets suddenly learned to talk. Have them write a story about what might happen.

(related to
Listening
Lesson 32)

7. Tell three *other* things the man might have done to show his wife how silly it was to move things around.

(related to
Interpretation
Lesson 34)

8. Have the pupils list other words that they think are “busy.”

BLOCK 109

I SKILLS LESSONS

A. LISTENING

To make inferences

Lesson 34: page 483

B. WORD PERCEPTION

Phonetic analysis – vowel *a* followed by *l*, *u*, *w*

Lesson 28: page 265

Lesson 29: page 265

Practice Book: page 59

C. INTERPRETATION

(No lessons suggested for this block)

D. SPELLING

Page 339	Word list	1. saw paw because	2. gave want wanted	3. doctor animal
	Test-Study	balls cap	egg him	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
There are
many kinds
of work in
our society.

- 1. Oral Discussion** Through the oral discussion, bring out that there are many *interesting* and *essential* kinds of work in our society.
- You might ask several pupils what they plan to be when they grow up. Follow this with a group consideration of (1) what makes the several jobs interesting, (2) what makes them important, (3) which are most essential. (Guide pupils to note relative values – some jobs are *more* essential than others – but all contribute to our society.)
- Pupils may recall the story, “A Very Important Man” from Section III of *Follow Me*.

2. Writing

Suggested
topics

- a) I want to be
My work will be interesting because
- b) People who work to keep our school pleasant.
- c) Jobs to be done so that we have good streets to drive on.
- d) List the occupations of the fathers and mothers of the pupils.

B. READER SELECTION

“A DOCTOR, JUST LIKE YOU”

Theme

There are many kinds of work in our society.

(Ned wanted to do the same kind of work as Dr. Bradford – but he was surprised to find out what kind of work that was.)

1. Vocabulary

Core words:

- | | |
|----------|-------------|
| Page 206 | answer (ed) |
| | fine |
| Page 209 | along |
| | yesterday |

Review words:

- | | |
|----------|--------|
| Page 205 | wanted |
| Page 206 | gave |

Other words:

- | | | | |
|----------|----------|----------|--------------|
| Page 205 | excited | Page 206 | huge |
| | decided | | exactly |
| Page 207 | hospital | Page 208 | tonsils |
| | patient | Page 209 | penicillin |
| | imagine | | assistant |
| | puzzled | Page 212 | veterinarian |
| | usually | | |

2. Directing the reading

Discuss the title of the story.

Inferring Suggested questions for guiding the reading:

	<div>B</div>	<div>A</div>
Page 205	At what time did the moving van arrive? How did Ned know his new neighbor was a doctor? Why did Ned think his new neighbor was a good doctor?	Why was Ned excited? Was Ned right to decide that his new neighbor was a good doctor?
Page 206	Why did Ned want to be just like Dr. Bradford?	
Page 207	What did Dr. Bradford suggest to Ned? Why did Ned's mother give him so many instructions? Why did Dr. Bradford go to the hospital?	How do you think Ned will feel about spending the day with his friend? Why was Ned puzzled?
Page 208	Why did Ned think that this was <i>not</i> the hospital? What made him change his mind?	Why did Ned decide that this really was a hospital?
Page 209	When had the doctor visited his patient before? What did he give him to make him better?	What does the doctor say to make Ned feel proud? How does Ned show that he is proud?
Page 210	Where did Mr. Davis and Dr. Bradford go? What did Ned see? Why is Ned puzzled?	What puzzled Ned <i>at first</i> ? What puzzled him next?
Page 211	What kind of doctor is Dr. Bradford?	This story might have been called "Ned's Surprise." What was the big surprise?
Page 212	Is Ned unhappy about his discovery?	

In a follow-up discussion consider the inferences Ned made which led to his mistake. Bring out factors which would lead to his confusion (for example, the common use of terms such as *medicine, hospital, doctor*) and clues which might have told him his friend was not a medical doctor.

3. Following the reading

Practice Book	a) Use Practice Book page 60.
	b) Have the pupils discuss and make a list of the various kinds of "doctors" they know about.
Poetry	c) Read the poem, "The Dentist," to introduce a third kind of doctor whose occupation has stirred a child's imagination.

THE DENTIST

I'd like to be a dentist with a plate upon the door
 And a little bubbling fountain in the middle of the floor;
 With lots of tiny bottles all arranged in colored rows
 And a page-boy with a line of silver buttons down his clothes.

I'd love to polish up the things and put them every day
 Inside the darling chests of drawers all tidily away;
 And every Sunday afternoon when nobody was there
 I should go riding up and down upon the velvet chair.

Rose Fyleman

- d) Read the poem, "The New Neighbor," and have the pupils compare the reaction of the child in the poem to his new neighbor, with Ned's reaction to his.

THE NEW NEIGHBOR

Have you had your tonsils out?
 Do you go to school?
 Do you know that there are frogs
 Down by Willow Pool?

Are you good at cricket?
 Have you got a bat?
 Do you know the proper way
 To feed a white rat?

Are there any apples
 On your apple tree?
 Do you think your mother
 Will you ask me in to tea?

Rose Fyleman

C. ACTIVITIES RELATED TO BLOCK 109

predicting
outcomes

- *1. Have pupils write an ending for the story:

One day Jimmy came home from school with Ned. "Let's go and see Red," said Ned. "Red is Dr. Bradford's big dog. Dr. Bradford's not at home but he lets me play with Red."

description

- *2. Make a list of words that would describe the kitten which Dr. Bradford gave to Ned.

Use the words you have found to write a description of the kitten. Try to describe the kitten so you would know him from any other kitten in the world. (This might well be a group description with the teacher acting as secretary at the chalkboard and the pupils suggesting ways to improve the description. Bring out the idea that many ideas may be packed into one rather short sentence.)

Poem

Page 212,

OUT AND AWAY

PEOPLE

Read the poem to the pupils, emphasizing rhythm.

Talk briefly about the fact it takes all kinds of people to make a town.

Re-read the poem.

Have individual pupils read the poem.

In another lesson pupils might recall that this poem dealt with how people *look* and compose a similar poem telling how the people act (noisy, jolly, sad, cranky etc.).

In an art activity each pupil might make a cut-out of one of the people in the town and paste it on a common background.

Poem

Page 213,

OUT AND AWAY

FLYING

Before reading the poem, discuss the illustration. Have the pupils note that the plane is flying *over* the clouds. Encourage them to describe how the clouds look to them and suggest how it would feel to be flying in the plane.

Read the poem.

Compare the author's description of the clouds and the plane ride with the pupils' ideas.

Re-read the poem as the pupils follow in their books. Then have individual pupils read it.

BLOCK 110

I SKILLS LESSONS

A. LISTENING

For the main idea

Lesson 35: page 485

B. WORD PERCEPTION

Phonetic analysis – consonant and vowels sounds represented by y

Lesson 30: page 266

Lesson 31: page 266

Practice Book: page 61

C. INTERPRETATION

Research skill – making an outline

Lesson 37: page 397

STORIES TO STUDY A and B: page 64

Lesson 38: page 399

STORIES TO STUDY A and B: page 65

D. SPELLING

Page 339	Word list	1. candy	2. made	3. shoe
		eye	make	write
		fly		
		yet		
	Test-Study	oh	us	
		too	one	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Man's dress
changes with
changes in
society.

- 1. Oral Discussion** Discuss the changes in dress in our society. Consider reasons for these changes (as changes in the work we do; our tastes in fashions; available materials.)

You might begin by having the pupils describe the dress of a pioneer family crossing the country in a covered wagon and then describe the dress *their* own families might wear for such a trip. Further discussion could compare the clothes we wear for different activities (work clothes, party clothes, sports clothes).

2. Writing

Suggested
topics

- Clothes of long ago.
- Describe the dress of a pioneer girl using the pictures in the story "Turkeys and Bells."
- How spacemen dress.
- What children will wear a hundred years from now.

B. READER SELECTION

"THE STORY OF SHOES"

Theme

Man's dress changes with changes in society.

(Man's first shoes were devised for practical purposes – but ever since, style changes have been meant to make them attractive as well as practical.)

1. Vocabulary

Core words:

Page 214 piece(s)
grew

Review words:

Page 214 make
made

Other words:

Page 214 bare Page 217 disappeared
wrapped sensible
threaded Scotland
knot

Page 215 impossible Page 218 fastened
musical comfortable
leather balanced

Page 216 England Page 219 weather
pointed certainly
usual
difficult

2. Directing the reading

Present the title and, referring to the oral discussion, comment that the selection describes the changes that have taken place in shoe styles.



Attention during the guided reading will be focussed on isolating the main ideas and supporting details, preparatory to making an outline. However, the essay includes many interesting word pictures. Encourage pupils to use illustrations and text to form vivid images as they read.

Page 214

It is not deemed necessary to follow different question patterns with your A and B groups for the purposes of this lesson.

Main idea;
Supporting
details

What is this page about? (*the first shoes*)
How did people move about before shoes were invented?
Why were shoes needed?

Page 215

What were the first shoes made from?

Page 216

What kinds of shoes have there been since then?
What is the main idea of this page?

Page 217

What is the main idea of this page?
What information can you give about pointed toes?

Page 218

What happened to shoes soon after?
Why did this happen?

Page 219

Whose shoes does this page tell about?
Describe some of the kinds of men's shoes.

What is the most important idea on this page?
Name your favorite kinds of shoes.

3. Following the reading

Practice Book

- a) Use Practice Book pages 62, 63.
- b) Following the reading develop a chalkboard outline of the essay content.

Ask the pupils to state the main idea of the essay as a title. Then, either (1) list headings such as the following under the title, or (2) ask the pupils to state the 4 or 5 most important ideas in the essay and use these as headings.

Shoes Have Changed Many Times

1. Man's first shoes
2. Pointed toes
3. Wide toes
4. Other interesting shoes
5. Modern shoes

Consider each heading and have the pupils contribute details to complete the outline. Pupils should be able to relate the headings to the pages which dealt mainly with each topic. Have the appropriate sections re-read to check the choice of details.

C. ACTIVITIES RELATED TO BLOCK 110

discuss changes

1. The essay "The Story of Shoes" described changes in footwear through the ages. Have your pupils discuss the changes as people grow from infancy to adulthood.

write a
paragraph

* 2. Have pupils write a paragraph titled, "My Favorite Shoes."

lists

3. Have pupils suggest kinds of shoes that are associated with particular work (as safety boots, ballet slippers, cowboy boots etc.). List these on the board. In a second column, list ways in which each kind is adapted for a particular purpose.

Poem

Page 220,

OUT AND AWAY

CHOOSING SHOES

(Pupils have studied this poem as a *listening* activity – Lesson 19.)

"The Story of Shoes" sets the stage for this poem. Introduce it as a poem about a little girl whose parents were taking her to get new school shoes. Ask the pupils to listen and find out what kind of shoes she *wants* and what kind she *expects* to get. Read the poem.

Consider briefly the answer to the question posed. Then re-read the poem while pupils follow in their books.

Discuss the little girl's opinion of her parents' choice and ask how your reading voice helped them to know what she thought.

Have one or two of your better readers prepare this poem to read to the class.

Many pupils will enjoy memorizing this selection.

BLOCK 111

I SKILLS LESSONS

A. LISTENING

Related to oral reading lessons – individual pupils read orally to group

B. WORD PERCEPTION

Phonetic analysis – distinguishing the sounds represented by *gh*

Lesson 32: page 267

Lesson 33: page 267

Practice Book: page 64

C. INTERPRETATION

Oral reading

Lesson 67: page 427

STORIES TO STUDY A and B: pages 51-52

Lesson 68: page 427

STORIES TO STUDY A and B: pages 54-56

D. SPELLING

Page 340	Word list	1. night right caught	2. off clean	3. children please thank
	Test-Study	cold find	some pet	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Government
provides
many kinds
of services
for our
protection.

- 1. Oral Discussion** Refer to the story "Lucky Pennies." Recall the purpose of parking meters, bringing out the fact that this is a method of regulating the use of parking places in busy shopping areas. Continue with a discussion of parking lots, and lead into government services that provide different types of protection for citizens. A lengthy discussion will be unnecessary since most pupils will think of the fireman, policeman, garbage man, street cleaners, snow removal crew etc. If snow and ice are unusual in your area you may have to spend more time discussing the work of the sanding crew.

Suggested
topics

2. Writing

- a) Services provided by our town or city government for our protection.
- b) Any one government employee – how he serves us.
- c) A specific incident in which a government employee provided help.
- d) A description of a town and life in it *without* government agencies for protection.

B. READER SELECTION

"THE SANDMEN"

Theme

Government provides many kinds of services for our protection.
(The children learn – the hard way – that the "Sandmen" are not old meanies.)

1. Vocabulary

Core words:

Page 222 front

Page 226 early

Review words:

Page 223 off
clean

Other words:

Page 222 champions Page 225 meanies

hockey
league Page 226 uniform

Page 223 goalie covered Page 227 explained
certainly

Page 224 idea Page 228 championship
fault

2. Directing the reading

Present the title.

Suggested questions to guide the reading:

Making judgments	B	A
Pages 222-223	<p>Why was everyone in Greenwood proud of the Pee Wee hockey team?</p> <p>Why does Jim think they're sure to win?</p> <p>Read aloud the sentences that make you think Irene's idea was a good one.</p>	<p>Everyone thought the Greenwood Pee Wees would win the hockey championship. What two reasons make this seem possible?</p> <p>Read aloud the sentences that make you think that the children's plan for fun will work? won't work?</p>
Page 224	<p>Why <i>should</i> Rosemary's idea be even more fun? Why <i>wasn't</i> it?</p>	
Page 225	<p>Do you agree with Jim's opinion of the sandmen? Why? Why not? Do you think that the children should have cleaned the sand off? Why? Why not?</p>	
Page 226	<p>Why would the children get better seats if they went early?</p>	
Page 227	<p>Who was responsible for Gary's accident? Why?</p> <p>Why wouldn't Gary let them move him?</p> <p>Why did the children put sand on all their slides?</p>	<p>Why did Gary's accident happen?</p> <p>How did Gary show good judgment?</p> <p>How do you know that the children knew that they were to blame for the accident?</p>
Page 228	<p>Should they be punished? Why? Why not? How?</p> <p>All the people in Greenwood suffered because the children were thoughtless. How? Who do you think minded the most because the Pee Wees lost? Who was hurt the most?</p>	
Understanding the main idea	<p>1) Help the pupils to realize that the children were thinking only of the fun that <i>they</i> could have and of how the sand spoiled <i>their</i> fun. Only a sobering incident caused them to think of the bad effects of their actions and the necessity for the action of the sandmen.</p> <p>2) Discuss future actions of the children in a similar situation.</p>	

3. Following the reading

Practice Book

a) Use Practice Book page 65.

Poem

b)

ICY

I slip and I slide
 On the slippery ice;
 I skid and I glide, –
 Oh, isn't it nice
 To be on your tummy
 And slither and skim
 On the slick crust of snow
 Where you skid as you swim?

Rhoda W. Bacmeister

C. ACTIVITIES RELATED TO BLOCK 111

compound words

1. There are many compound words in the story "The Sandmen." Have the pupils use the following words in different types of exercises, such as:

a) writing the two root words of each;

b) write the meaning of those starred (for example,
 "sandmen" – *men who spread sand.*)

everyone	anything	Rosemary
Greenwood	doorway	*outside
*afternoon	*sidewalk	*cardboards
*sandmen		

predicting
 outcomes

* 2. The story didn't end very happily. Talk about what might have happened if Gary hadn't broken his leg. Do you think the Greenwood Pee Wees would have won? Write a story about an exciting part of the game.

Poem

Page 228

OUT AND AWAY

TELEVISION

This easy amusing little poem can be read independently by the pupils. Suggest that they read it two or three times to get the phrasing and intonation "just right," and then select a few pupils to read it aloud.

BLOCK 112

I SKILLS LESSONS

A. LISTENING

For details in informational material

Lesson 36: page 486

B. WORD PERCEPTION

Alphabetizing

Lesson 81: page 307

Practice Book: page 66

C. INTERPRETATION

Noting details – following directions

Lesson 36: page 396

STORIES TO STUDY A and B: page 68

D. SPELLING

Page 340	Word list	1. quick boxes these	2. use ask	3. afraid ice
	Test-Study	box cook	old pig	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme: Government functions for the benefit of the people.	1. Oral Discussion	Refer to the story “The Sandmen.” Discuss the fact that the men were working on orders from those who govern the town. Explain that towns and cities have a governing body, a group of citizens, who function for the benefit of all the people who live in the town or the city. Introduce the terms “mayor” and “council.” Point out that the mayor and the council members are responsible for seeing that the wishes of the majority of the citizens are carried out and that the rights of the people in the town are protected.
Suggested topics	2. Writing	a) What the mayor does. b) List all the things that a town council has to look after. c) The people in the town want a swimming pool. What should they do?

B. READER SELECTION

“WHO WILL HELP?”

Theme	Government functions for the benefit of the people. (John takes his father’s advice and fights his own battle – with a little help from the mayor!)
-------	--

1. Vocabulary

Core words:

Page 230	always
Page 231	guess might

Review words:

Page 230	use start ask
----------	---------------------

Other words:

Page 229	younger practise importantly	Page 233	figure minute
Page 230	problem learn captain shovel	Page 234	secretary surprised trouble
Page 232	guys ruin	Page 235	person allowed
		Page 236	chance hour coaching

2. Directing the reading

Have the pupils examine the picture on page 229. Ask them who finances and runs this type of rink. Refer to the title. Ask the pupils to conjecture on who needs help and what kind of help.

Noting details
to support
main idea

There is a great deal of conversation in this story. A suitable follow-up activity would be the dramatization of different parts of the story. Thus, the guided reading could serve as preparation for this. The pupils could be asked to give the supporting details in their own words, using the expression which the story character would have used. For variety, silent and oral reading could be combined in certain sections where pupils read aloud the direct words of the speaker in reply to your directions to locate supporting detail.

Suggested questions for guiding the reading:

B

A

Page 229	Why did the big boys chase Tom and John off the ice?	
Page 230	Why didn't John leave? What reasons did the captain of the team give for his action? What offer did John make?	Why wouldn't the big boys let Tom and John use the rink? How did John try to fight his own battles?
Pages 231-232	How did the first attempt to fight his own battle end for John?	
	Why did David's father refuse to help them?	
Page 233	Which people had the mayor helped and how? What are the boys going to do about their problem?	Why did John think that the mayor would be the right person to ask for help?
Pages 234-235-236	Why had the mayor not done something about their problem? What did he say he'd do? What was the council's decision? Why did everyone think it was fair?	How are the boys fighting their own battle? What was the mayor's reaction? What things did the council consider in making their decision? Why was the mayor the best helper?

After the guided reading discuss with the pupils the various ways in which the boys " fought their own battles." Contrast this method of fighting with that which children usually use. Relate the refusals of people to help them, and the mayor's agreement to help them to "fight their own battles."

3. Following the reading

Practice Book a) Use Practice Book page 67.



Note that, in this exercise, *all* the supporting details are true of the story, but *not* all of them are relevant to the particular main idea. This page requires critical thinking and you may decide that it is too difficult for your slower group. You should then omit it for these pupils.

C. ACTIVITIES RELATED TO BLOCK 112

vowel sounds

1. Have the pupils arrange, according to vowel sound, the following words (taken from the story) under each key word. The words are arranged correctly for your convenience. You will want to list them in random order for the pupils.

stood
could
couldn't
shouldn't
took

too
two
who
school
shooting
broom
do
to

flood
trouble
some
shovel

writing
directions

- * 2. Write directions for making an outdoor skating rink.

details

3. Find out who is the mayor in your city or town. Write three things about him.

writing a story

- * 4. The mayor finally helped Tom and John with their problem. A number of others might have been able to help but didn't. Who were these people? Why didn't they help? Did they have good reasons for not helping? What could Richard have done? What could Mr. Johnson have done? Write a story in which Richard or Mr. Johnson or someone else helped the boys solve their problem in quite a different way.

giving directions
orally

- * 5. Divide the class into small groups of pupils. Have the pupils take turns giving directions for some activity to the rest of the group. Remind the pupils that directions must be given clearly, and in correct sequence.

BLOCK 113

I SKILLS LESSONS

A. LISTENING

(No lessons suggested for this block)

B. WORD PERCEPTION

Phonetic analysis – consonants *s, z, x*

Lesson 34: page 268

Lesson 35: page 268

Practice Book: pages 68, 69

C. INTERPRETATION

Understanding sentence meaning – using the context to distinguish variant meanings of words

Lesson 39: page 400

STORIES TO STUDY A and B: page 60

Lesson 40: page 401

STORIES TO STUDY A: page 66

STORIES TO STUDY B: page 54

D. SPELLING

Page 341	Word list	1. used quiet	2. little those	3. television talk show
	Test-Study	hat two	can cans	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
There are
many means
of cummun-
ication in
our modern
society

- 1. Oral Discussion** Discuss the different methods of communication that we use in our modern society. You may wish to have pupils think first of those that have been in use for the longest period of time (mail, telegraph, telephone, radio) and then add ways, completing the discussion with the most recent methods (television, telstar).

Suggested
topics

2. Writing

- a) Uses of a telephone.
- b) My Favorite Television Program, or
My Favorite Radio Program.
- c) Compose two telegrams, a message and an answer,
using key words as is customary.
- d) Write a letter to a radio station asking permission to
visit the station during a specific program.

B. READER SELECTION

“TELEVISION STARS”

Theme There are many means of communication in our modern society.
(Purely by chance, two boys and their dog get to communicate, to the TV audience,
the fun and excitement of the carnival.)

1. Vocabulary

Core words:

Page 237 seem(ed)

Page 238 people

Review words:

Page 237 little

Page 238 those

Other words:

Page 237	Charcoal	Page 239	taping-machine
	carnival		probably
	ferris wheel		explain
	bleachers		

Page 240 broadcast

Page 238	giant	Page 241	favorite
	camera		Michèle
	cables		produce
	television		producer
			production

2. Directing the reading

Present the story title and refer to the discussion of means of communication. Discuss the meaning of “stars”. Invite speculation about who the “stars” in this story might be.

Understanding
sentence
meaning

During the guided reading help the pupils to realize that the printed words often tell only part of the story. The reader must sometimes read further for an explanation, interpret phrases in light of the context, or refer to previous passages in order to fully understand what the author means.

Suggested questions for guiding the reading:

	B	A
Page 237	Did the boys see the men set up the carnival? How do you know?	How do you “set up” a carnival?
	Could the boys really see <i>all over</i> ? Add some words to that sentence to make it more correct.	
Page 238	Read the sentence that tells what all the equipment will be used for.	What did William mean when he said, “A TV crew has come to shoot the carnival”?
	What equipment would be necessary if Reggie’s idea of shooting were correct?	
Page 239	What could you say instead of “shooting pictures?” How do you know that there’ll be more information about taping a TV show on the next page?	You are told one thing about “taping a TV show” on this page. What is it?
Page 240		What else do you learn about taping a TV show?
	How is the taped show used? The man doesn’t know their names. How do the boys know that he wants them when he calls?	
Page 241	Who is Reggie’s favorite character on the Razzle Dazzle show?	Did William believe the man when he said he wanted them to be on the Razzle Dazzle show? How do you know?
	How will this taped show differ from the usual Razzle Dazzle shows?	
Pages 242-243	Do you think that this would be interesting to see on TV? Read the sentence that indicates that the pictures would be very natural.	
Page 244	Read the sentence that tells you that Reggie didn’t look where he was going. How did he fall into the puddle? What does that mean? How did he feel? What did the TV people do?	Read the parts of sentences that tell you that — Reggie didn’t look where he was going; Charcoal was no help; Reggie felt badly; Mr. McKee was pleased.

B**A**

Page 245

How did Mr. McKee know what had happened?
 Refer to the picture and to the text. Will the boys
 see all the pictures when they watch the show?
 How do you know? Which one would you choose
 for broadcasting?

Page 246

How do you think the children feel as
 they watch the show?

Why did the author use three sentences
 about sitting still?

Page 247

Why did Reggie hide his face?

Why didn't the show make mother and the
 friends feel funny?

Charcoal barked on page 246 and on page 247.
 On each page for what reason did he bark?

3. Following the reading

Practice Book

a) Use Practice Book page 70.

Poem

b)

MANUAL SYSTEM

Mary has a thingamajig clamped on her ears
 And sits all day taking plugs out and sticking plugs in.
 Flashes and flashes — voices and voices
 calling for ears to pour words in;
 Faces at the end of wires asking for other faces
 at the ends of other wires:
 All day taking plugs out and sticking plugs in,
 Mary has a thingamajig clamped on her ears.

Carl Sandburg

C. ACTIVITIES RELATED TO BLOCK 113

synonyms

1. Use the following groups of words from the story. Have the pupils provide words similar in meaning for those underlined. Write their choices on the board and discuss them.

big shaggy dog
little train
merry music of the merry-go-round
dashed down the steps
 will *shoot* pictures of you
 Charcoal *bounded* in
 making the mud *fly* all over Reggie

oral—
word meanings

- *2. Use the following groups of the words from the story. Have the pupils give a sentence in which each underlined word has a different meaning.













The boys ran along the sidewalk.
(for example: A fence ran along
the sidewalk.)

to watch the carnival
a little train
got to the park
a giant camera
the TV crew
shoot a picture
taping a show
play the tape again
the Razzle Dazzle show
they heard a dog bark

























using a code

3. You may wish to use an exercise such as the following. Most children enjoy this kind of activity and it emphasizes that there are many ways of communicating.

A code is a secret way to send a message. Here is a code.

					
those	these	people	little	big	see
					
seen	can	I	you	to	be

Here is a coded message. Write the words under the code.

Sensory
impressions

- *4. A carnival is a very exciting place. In discussion review what the boys saw at the carnival. What did they hear? What did they taste? What did they touch? What did they smell? (The teacher will not want to include all the senses in the discussion). Bring out words which describe sensory impressions. Write a story involving only one sense, e.g., "What I Smelled at the Carnival."

BLOCK 114

I SKILLS LESSONS

A. LISTENING

To draw conclusions

Lesson 37: page 487

Lesson 38: page 488

B. WORD PERCEPTION

a) Phonetic analysis – auditory perception of vowel sounds

Lesson 36: page 269

Practice Book: page 71

b) Phonetic analysis – syllables

Lesson 37: page 270

Practice Book: page 72

C. INTERPRETATION

Drawing conclusions

Lesson 41: page 402

STORIES TO STUDY A and B: pages 74-75

Lesson 42: page 403

STORIES TO STUDY A and B: pages 77-78

D. SPELLING

Page 341	Word List	1. coming doing forget upon	2. need next	3. week once
	Test-Study	hen its	some ten	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
There are
various ways
of arranging
payment for
goods in modern
society.

- 1. Oral Discussion** Talk about the various ways of paying for goods purchased. Do not consider the economics of charge accounts, credit cards, time payments etc. but draw attention to the *variety* of methods of payment and the convenience of some of these. Be certain that pupils realize that even though goods may be *charged*, eventually the goods must be paid for in money.

Centre the discussion on methods of payment which children may have observed (purchase of gas using a credit card; paying or being paid by cheque; purchase of money orders etc.).

2. Writing

Suggested
topics

- a) Individual writing:

I went to the store to get _____ for
my mother. I paid for it with _____.

- b) A list of items to be bought with the approximate price
of each;

e.g. an ice cream cone 5¢
a chocolate bar 10¢
■ box of crayons 15¢
■ coat \$10.95
etc.

- c) What I would buy if I had \$10.00.

B. READER SELECTION

“CHARGE IT, PLEASE”

Theme

There are various ways of arranging payment for goods in modern society.

(Mary Jane couldn't believe her luck. She had a magic card that let her buy things without paying for them – until the day she asked for too much.)

1. Vocabulary

Core words:

Page 248 wrote

Page 250 next

Page 251 believe
today

Review words:

Page 248 full

Page 250 work

Other words:

Page 248	charge magic	Page 255	counter chose
Page 249	closely	Page 257	telephone
Page 253	kindergarten spoil		

2. Directing the reading

Present the title. Discuss the meaning, and usual use of the expression “Charge it, please.”

Use guiding questions to direct attention to evidence in the story that will form the basis for drawing conclusions, and to factors that will assist the pupils in judging the actions of story characters.

B

A

Page 248	What is Mary Jane going to buy? What does she think she will need? What did her mother give her instead? What did Mary Jane think about as she walked along? Did she understand what “charge it” meant?	Why did Mary Jane ask her mother for the money? What did her mother explain to her? Did Mary Jane understand?
Drawing conclusions		
Making judgments		
Page 249	Did Mary Jane really believe the card would work? How do you know?	
	What did Mr. Ellis write down? Why did he do that?	Why did Mr. Ellis write in his book?
	Did Mary Jane know why he wrote something down?	
	What did Mary Jane do with the card?	
Page 250	Was Mary Jane right to use the card again? (Use further questions as necessary to bring out that Mary Jane was not aware that her mother would eventually have to pay.)	
	What should Mr. Ellis have done with the card the first time Mary Jane used it? What should Mary Jane’s mother have done when she came home with the handkerchiefs?	Whose fault is it that Mary Jane is using the card?
	Whose fault is it that Mary Jane is using the card?	Why did Mrs. Jones and Mr. Ellis not think about the card again? (Pupils should realize that they never imagined Mary Jane would re-use it.)
Page 251	How do you know that Mary Jane still doesn’t really believe in the magic card?	

Page 252	What did Susan want? Why wouldn't Mary Jane get it for her? Does Mary Jane <i>really</i> believe the card is magic?	What suggests that Mary Jane is still not certain the magic card will <i>always</i> work?
Page 253	Why doesn't Mary Jane's mother tell her she can't use the card any more? Why didn't Mary Jane tell her mother about taking her friends to the store? Does Mary Jane know she is wrong to be using the card?	Does Mary Jane know she is doing wrong?
	(Guide pupils to recognize that Mary Jane must have some doubts that have prevented her from mentioning the wonderful magic at home.)	
	Why didn't the store clerk stop Mary Jane from using the card?	
	(Guide the pupils to note that the store clerk has been a different one each time. Have them return to illustrations on pages 249, 251, 252.)	
Page 254	Why did Mary Jane take the whole class? Why didn't the children believe her? Why is she now so certain the card will work?	Why is Mary Jane no longer afraid of "big magic"?
Page 255	What did Mary Jane ask for? What did the girl write down in her book? What did the children all think? What did they all do? Will Mary Jane be happy about this?	How does Mary Jane feel as all the children licked their ice cream? How do you think Mary Jane feels at the end of the page? Why doesn't Mary Jane tell the boys and girls they can't have the toys? (relate to Susan and the doll, p.252).
Page 256	Why is the man asking questions about the card?	
Page 257	To whom did the man telephone? What did she tell him? What did the children think had happened? How do you know the man is kind?	Why didn't the children get their toys? Why did they <i>think</i> they didn't get them? What tells you that the druggist is a kind man?
Page 258	What do you think Tom might say to Mary Jane now? Why is she so upset? Who will explain to her what has happened?	Why is Mary Jane so disappointed?

Following the reading, consider again the question: "Whose fault was it?"

1. *The store personnel:* have pupils note the evidence that led the druggist to make the telephone call and decide whether or not this should have been done sooner; discuss the effect of having more than one store clerk.
2. *Mrs. Jones* – Discuss: if she was right to give Mary Jane a note with such general instructions; whether or not she should have asked what became of the note; whether she should have explained what the note meant.
3. *Mary Jane:* should she have known better?

3. Following the reading

Practice Book

- a) Use Practice Book page 73.
- b) Discuss what happened when Mary Jane arrived home. After considering the probable explanation Mrs. Jones gave, have two pupils dramatize the situation.
- c) Read the poem "The Animal Store." Let the pupils imagine what would happen if the speaker had a "magic card" for *that* store.

Poem

THE ANIMAL STORE

If I had a hundred dollars to spend,
Or maybe a little more,
I'd hurry as fast as my legs would go
Straight to the animal store.

I wouldn't say, "How much for this or that?" –
"What kind of a dog is he?"
I'd buy as many as rolled an eye,
Or wagged a tail at me!

I'd take the hound with the drooping ears
That sits by himself alone;
Cockers and Cairns and wobbly pups
For to be my very own.

I might buy a parrot all red and green,
And the monkey I saw before,
If I had a hundred dollars to spend,
Or maybe a little more.

Rachel Field

C. ACTIVITIES RELATED TO BLOCK 114

writing a note

- * 1. Have pupils write a note which Mrs. Jones might have given Mary Jane so that the druggist wouldn't make a mistake.

remembering
details

2. Write several statements made by the characters in the story "Charge It, Please." Have the pupils read each and identify the speaker. For example:
 "I bet you don't have a magic card!"
 "I could hardly believe it! The girl gave me an ice cream cone and I didn't have to pay."
 "You won't need money if I give you this, Mary Jane."
 etc.

writing a
letter

- * 3. Discuss with pupils what they might buy with a magic card. For whom, for example, would you buy a gift? Why? Help the pupils to identify people at home and in the community who should be appreciated.
 Through discussion develop a letter to someone thanking him for performing some service, tell him about "magic cards," and tell him what you would buy for him if you had a magic card.
 Have each pupil write his own letter.

(related to
Listening
Lesson 34)
synonyms

4. List the following words and phrases and have pupils give other words that mean the same. If you think the pupils will have no difficulty reading the words, make this an independent activity. For those who may have difficulty reading, put the exercise on the board and discuss it orally with the pupils.

plump
sniffed
parading up and down
awkward
roared
prowling
instant
injuring
rascal

(related to
Interpretation
Lesson 41)
using
imagination

5. Have pupils list the names of the guests at Myrtle the Turtle's party and suggest the gift that each brought for Myrtle.

(related to
Interpretation
Lesson 41)
visual imagery

6. Have the pupils turn to pages 74 and 75 of *Stories to Study*. Have them suppose that each of the six sections was a page in a book and that each page had an illustration. Have the pupils list, for each page, the animals that should be in the picture.

Note the pupils who "see" the picture for page 6 -- *all* the animals are there.

words for
movement

7. Using the story "Myrtle the Turtle" have the pupils underline all the words in the story that tell *how* the animals moved; for example,

plodded
crept
hurried
etc.

(related to
Interpretation
Lesson 42)
oral language

* 8. Have the pupils recall the story "Barbie's Wishes." Divide the class into groups. Name one child from each group to be Barbie and the others as family members. Let the "Barbie's" move from group to group "wishing" and have each member of the group respond characteristically.

BLOCK 115

I SKILLS LESSONS

A. LISTENING

To understand figurative language and connectives as used in sentences

Lesson 39: page 490

Lesson 40: page 493

B. WORD PERCEPTION

a) Using the context

Lesson 63: page 291

Practice Book: page 74

Lesson 82: page 308

C. INTERPRETATION

a) Understanding sentence meaning – connectives

Lesson 43: page 404

STORIES TO STUDY A and B: page 80

b) Understanding sentence meaning – figurative language

STORIES TO STUDY A: pages 81-83

STORIES TO STUDY B: page 81

D. SPELLING

Page 342	Word list	1. I'll I'm I've it's	2. been than	3. bad
	Test-Study	then said	fan pan	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Parents
protect their
young until
they are able
to take care
of themselves.

1. **Oral Discussion** To initiate the discussion, present the following situation. Little Johnny Baker is just learning to walk. What would his mother do if (1) he went to pet a big strange dog; (2) he wandered out into the street; (3) he climbed up on a ladder? Ask (1) why Mrs. Baker would behave in this way; (2) why Johnny did such things?
Bring out that youngsters are naturally curious and unaware of the danger that exists; and that parents must take care of them.

2. **Writing**

Suggested
topics

- a) Safety rules my parents taught me.
- b) Things I could teach a little brother (sister) to protect him.
- c) The day I *almost* got into trouble.

B. READER SELECTION

“THE LITTLE ANGRY SKUNKS”

Theme Parents protect their young until they are able to take care of themselves.
(What a fuss when the old bear and the old skunk both left their babies on their own!)

1. **Vocabulary**

Core words:

- Page 265 busy
- Page 266 these

Review words:

- Page 265 been
right
- Page 266 than

Other words:

- | | | | |
|----------|---|----------|----------------------------|
| Page 265 | roly-poly
bumblebee
curious | Page 267 | written
tease
poplar |
| Page 266 | angry
angrier
angriness
plummy | Page 268 | daisies |
| | | Page 269 | chasing
ruffled |

2. **Directing the reading**

Present the title.

Understanding
sentence
meaning —
figurative
and
picturesque
language

Do not spoil the pupils’ enjoyment of this story by questioning in great detail. However, try to focus their attention on some of the apt language usage that makes the story so delightful. (See marginal notes.)

B

Page 265

roly-poly as a
puff-ball
busy as a bumble
bee
the very few
moons cocked
his furry ears
wet blackberry
of a nose

* Page 266, first
3 lines of
Page 267

plummy tails
nearly shook
them off
filled the
clearing.....

Page 267

little winds of
the forest
talking leaves of
the poplar

the stream that
bubbled
and sang

Page 268

space of a
minute
sitting on the
tallest pine tree

speed of the
west wind
speed of light

cuffed; boxed;
nipped
head over heels

Have the pupils read the page and then describe in their
own words, the bear.

How fat does the writer say he is?
What is a puff-ball? What does his nose
look like?

Describe what a hunter might see if he came into the
clearing.

How angry are the little skunks? How
hard did they wave their tails? How
did they stamp their feet?

Find the sentence that *best* shows their anger.

What dreadful mischief is Little Bear in?
Why don't the little skunks do something?

Where is the skunks' mother? the bear's
mother?

Who saw what happened, and could have stopped it?
How does the writer make you feel these things could
have talked to Little Bear?

How long did it take Old Lady Bear to get back?

Where does the sun seem to be? Where
is it really?

How did the old bear feel when she saw her cub?
How fast did she come to his rescue?

What did she do to him?

Did Old Lady Bear mean to upset the skunks?

A

What does he look like? act like? How
old is he? (moons). Show how the bear
held his head.

Why are the skunks so angry? How did
they show they were angry?

Why were the little skunks and little bear
left alone?

What did the animals have for a clock?
How does the writer tell you the sun is low
in the sky?

What three words best tell what happened
to him when she caught him?

B**A**

Page 269

Why does the writer say "And only just in time!"?
Show how Old Lady Skunk acted.

What are the little skunks doing? How
do they look?

Did the spill hurt the little skunks?

Page 270

How do the little skunks feel? Why
are they so angry? What can they do
about it?

Have you ever felt as the little skunks do?

Following the reading discuss this question:
"Did Little Bear learn to stay away from skunks?"
Be sure pupils note that he likely realized that
his mother was very cross about his playing with
them — but that since there was no real danger in
the situation, he may not have learned his lesson.

Oral
reading

This is an extremely difficult story to read well orally - but well worth the teacher's
time to prepare it. It is suggested that the teacher read the entire story to the class.
Then individuals may read favorite lines or paragraphs. The selection of these may be
directed by the teacher asking for sentences about (1) movement, (2) noise, (3) angeriness,
etc.

3. Following the reading

Practice Book

a) Use Practice Book page 75.

Poem

b) Use the poem "The Skunk". This might be presented as statements
probably made by the angry little skunk.

THE SKUNK

You'd better be
Nice to me.

If you're not
I will spit
Spat
Spout
And spray
All about

And you'll
Blink
And shrink
Screech
Scream
And shout,
"Stunky
Skunk
Get Out!"

... But I won't ...

C. ACTIVITIES RELATED TO BLOCK 115

writing a story

- * 1. Develop a list entitled: Things Old Lady Bear must teach her cub.

Discuss one of the items on your list. Can you imagine an incident, similar to the one in your story associated with the item you have chosen? For example, what could happen if Old Lady Bear forgot to teach Little Bear to be suspicious of humans? What kinds of trouble might Little Bear get into around a farm? Have each child write a story about such an incident.

group writing—
predicting
outcomes

- * 2. Suppose Old Lady Skunk had returned *before* Old Lady Bear. Then have the pupils compose a new ending for the story.

(related to
Listening
Lesson 39)
creative
dramatics

- * 3. Pupils would enjoy dramatizing the story “Richard Rabbit’s Magic Cloak.”

(related to
Interpretation
Lesson 43)
visual and
auditory imagery

- 4. On page 80 of *Stories to Study*, “Signs of Spring,” have pupils underline: in red -- things they can see; in green -- things they can feel. Then have them write three things you can hear that tell us spring is coming.

(related to
Interpretation
Lesson 44)
picturesque
language

- 5. Have pupils re-read pages 81, 82, 83, in *Stories to Study* and underline in red all the expressions that tell how lonely Peter felt. Have each pupil choose the one that makes him feel the loneliest and illustrate it.

Poem

Page 260

OUT AND AWAY

SMELLS

This is a delightful poem that paints pictures in colors and smells. By the very matter-of-factness of the way in which the author describes smells by color, the odors seem as vivid as the springtime scene we see.

Read the poem to the pupils at least twice without comment.

Ask the pupils how this poet has described spring in a way different from the usual. Pose questions such as the following; encourage pupils to try to express their ideas, but do not insist on it. The beginning of an understanding of such picturesque ways of description is the goal.

- Have you smelled a *purple* smell?
- Can you think of something else that might have a “tall, pink smell”?
- Why does clover have a “low white smell”?
- What is the “great green smell”?

Read the poem again. Then ask:

- Why has the author's nose "grown most lonely"?
- Why are there no smells in winter?
- How might you describe some winter smells if you were this poet?

Encourage the pupils to express some winter scenes; for example,

"The gray smell of slush
When winter snows are melting."

Have two or three children read their interpretation of the poem.
Be sure they are well-prepared for oral reading.

Poem

Pages 261-264,
OUT AND AWAY

WHAT?

Have the pupils open their books and look at the pictures rather than the words as you read the poem the first time.

Following the first reading, talk briefly about the four words: *hard, soft; swift, slow*. Some pupils may note that the words within each pair are opposites.

As you re-read the poem have the pupils follow the words in their books. Then have individuals read the line that best expresses his own idea of softness, hardness etc.

Able readers may choose one page of the poem to read orally to the class.

BLOCK 116

I SKILLS LESSONS

A. LISTENING

To make inferences

Lesson 41: page 495

Lesson 42: page 498

B. WORD PERCEPTION

Phonetic analysis — visual-auditory perception of syllables

Lesson 38: page 270

Practice Book: page 76

Lesson 39: page 271

Practice Book: page 77

C. INTERPRETATION

Inferring

Lesson 45: page 406

STORIES TO STUDY A and B: pages 85-86

Lesson 46: page 407

STORIES TO STUDY A and B: pages 88-90

D. SPELLING

Pages 342	Word list	1. about along	2. every hop	3. hopped hopping jump
	Test-Study	eat mother	ball wall	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme: The life cycle

1. Oral Discussion Through oral discussion bring out the fact that all living things change in appearance as they develop and grow older. But the number and kinds of changes differ from species to species. The new born human being, cats, dogs and many familiar animals are miniatures of what they will be in later years, and have all the basic body parts. But some forms of life begin as quite different creatures than they will be when full-grown; for example, the butterfly.

2. Writing

Suggested topics

- From a robin's egg to a mother robin.
- An old horse tells his life story.
- The story of a butterfly.
- "How I Have Changed – From Baby to Seven."
- List creatures that hatch from eggs.
- List animals that bear living young.

B. READER SELECTION

"DAVID'S SURPRISE"

Theme The life cycle.
(From jelly strings to toads; a mystery!)

1. Vocabulary

Core words:

Page 272 quick(ly)

Page 274 kind

Review words:

Page 274 every

Page 275 grow(n)

Other words:

Page 271 female Page 277 exclaimed
wonder

Page 272 bothered
tongue Page 279 board

Page 274 hatch(ed)
Puss

2. Directing the reading

Introduce the title and refer to the picture. Have pupils conjecture about what the surprise might be. The illustrations are an integral part of this selection since they depict for the pupils the changes that take place.

Inferring

Changes in nature are often observed without each step being available for inspection. Pupils must constantly make use of inferences in order to fill in the gaps in the observable phenomena. Sometimes errors are made, and careful consideration must be given to that which is certain, possible, probable, and impossible. The questions that are suggested should help pupils to develop a way of approaching such problems.

B

A

Page 271

Why did David put the toad in the flower bed?

What makes you think that David is interested in toads?

Why does David like to watch Hoppy catch flies?

Page 272

How did David choose the places where he looked for Hoppy?

Page 273

What new thing did David see in the fish pool?

Page 274

Why does David think the eggs are fish eggs?
Why didn't Mother tell him what the eggs were?
How can David be sure that the things in the pool hatched from the eggs he had seen there?

Would he see the eggs now? Were there other eggs in the pool before?

What evidence would he need?

Page 275

How are the tadpoles changing?

Page 276

What change did David's friend discover in the tadpole? How do you know which two legs came first? (from the picture)

Pages (276 and 277)

Tell in order the next stages in development of the tadpoles.

Page 277

What else happened to the tadpoles?

How do you know that David had not watched tadpoles grow before?

Pages 278-279

What is the next change in the tadpoles? It took David a long time to discover the surprise. Did you know that the eggs in the jelly string would become a lot of toads?

With the pupils trace the clues to the puzzle. Have them indicate the point at which they knew the answer. Previous experience and background will be a factor here and so you must decide how much guidance pupils will need. Clues are: constant reference to Hoppy, female toad, eggs, tadpoles, changed appearance of tadpoles more closely approximating adult toads.

3. Following the reading

Practice Book

a) Use Practice Book page 78.

POLLIWOGS

Salamanders, toads and frogs
All begin as polliwogs
Hatching out in swampy bogs.

Polliwogs began as eggs,
First sprout tails and later, legs.
Eggs are laid by mother frogs

Who began as polliwogs.

Maxine W. Kumin

C. ACTIVITIES RELATED TO BLOCK 116

writing poetry

- * 1. Have the pupils suggest some descriptive sentences about toads. For example, "The Big fat toad went hopping down the garden path." Suggest that such a sentence might be written as a poem. Experiment with different groupings of words. For example,

The big fat toad
Went hopping
Down
The garden
Path

or

The big fat toad went hopping
Down the garden path

Which is better? Does changing the word groupings change the meaning a little? Encourage experimentation. Place no emphasis on rhyme.

(related to
Listening
Lesson 41)
explanation

- * 2. Have pupils write a paragraph explaining why Jessica in the story "A Nelephant Named Godfrey" wanted a pet so badly. Discuss some possible explanations before having the pupils write.

(related to
Interpretation
Lesson 45)
sequence

- 3. List several incidents from the story and have pupils arrange them in sequence. For example: Little Raccoon smiled at the other raccoon. Little Raccoon met a skunk. Little Raccoon was out walking. Little Raccoon ran as fast as he could. Little Raccoon made a mean face.

vocabulary

- 4. Have pupils develop a list of adjectives that describe Little Raccoon.

comparison

- * 5. Have the pupils re-read "The Dog and His Shadow" (*Stories to Study*, page 61), and have them compare the situations in the two stories.

(related to
Interpretation
Lesson 46)
noting details

6. Have the pupils find details in the story "Granny Brown and the Circus Animals" to answer questions such as:

Write the word(s) that tell

- a) the kind of pie Granny baked.
- b) the kind of cookies Granny baked.
- c) what the camel's eyes were like.
- d) the color of the elephant.
etc.

details

7. Have the pupils match the following:

freshly baked
long red coat
thirsty
rude
pink bonnet
pink

elephant
Granny
Toby Taylor
cherry pie
circus man
camel

Poem

Page 280.

OUT AND AWAY

GRIZZLY BEAR

Present the title and have the pupils read the poem silently.

Talk briefly about (1) the likelihood of meeting a grizzly;
(2) what you should *not* do if you chanced to meet one; (3) what
is probably the best procedure to follow.

Read the poem to the class. Comment on the words in italics.
Have one or two pupils read the poem.

BLOCK 117

I SKILLS LESSONS

A. LISTENING

For sensory images

Lesson 43: page 500

B. WORD PERCEPTION

a) Phonetic analysis – consonant combination *ph*

Lesson 42: page 274

Practice Book: page 82

Lesson 43: page 275

Practice Book: page 83

b) Alphabetizing

Lesson 83: page 309

Practice Book: page 84

C. INTERPRETATION

a) Distinguishing fact and fiction – critical reading

Lesson 47: page 407

STORIES TO STUDY A and B: pages 85-86, 88-90

b) Forming sensory impressions – auditory

Lesson 48: page 408

STORIES TO STUDY A and B: page 92

D. SPELLING

Page 343	Word list	1. food phone	2. again under	3. fire
	Test-Study	help story	they that	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Understanding
nature's forces
enables us to
cope with them

1. Oral Discussion

Consider several situations in which natural forces have dangerous and/or unpleasant effects. Bring out that an understanding of the force often enables us to alleviate or avoid its effects. Do not minimize the danger, nor the fear it causes, but emphasize the control that comes with understanding. For example:
sun - may cause severe burns
extreme cold – may be dangerous if one is not dressed properly
water – tides (where familiar to pupils)
rain or hail – damage property
fire – endangers life and property if uncontrolled.

Suggested
topics

2. Writing

a) How to prevent a sunburn.
b) A big storm.
c) Develop two lists: dangerous fires
helpful fires.
d) How you would dress to go to school
on a very cold morning.

B. READER SELECTION

“LIGHTNING AND JULIE”

Theme

Understanding nature's forces better enables us to cope with them.

(The big storm showed Johnny that Julie was smart to be afraid of lightning.)

1. Vocabulary

Core words:

Page 282

glad

Page 281

while

Review words:

Page 281

again

under

Page 287

afraid

Other words:

Page 282

teasing

exercise

happened

notice

Page 283

torrent

silence

blazing

electric shock

Page 284

favorite

Page 285

electric current

instantly

possible

Page 286

closet

continued

2. Directing the reading

Forming
sensory
impressions

Present the title. Some of the guiding questions will direct attention to the theme of the story. However, most of your questions should help the pupils to “see,” “hear,” and “feel” with the children in Julie’s classroom.

B

A

Page 281	What does Johnny call Julie? Why? Imitate how Johnny spoke Which words tell that there was a lot of lightning? Picture it flashing!	Why is Johnny teasing Julie?
Page 282	What is Julie doing? Picture what is happening outside. Tell how the sky is changing.	Show how Julie looked as she worked.
Page 283	Read the first paragraph. What frightened Julie? What did she see? hear? What has happened? What did the children see? What did they hear right after? What do you think the children felt? Close your eyes and pretend you are in Julie’s class. (Pupils listen as teacher reads Page 283), Have the pupils tell you how the reading helped them to see and hear more clearly.	Try to see and hear what Julie saw and heard. Listen for the weather change as you read the next two lines. Read them orally to show how quiet it is. What has happened?
Page 284	What happened to the tree? What would you have heard as it fell?	How does the tree look now? How did it look this morning before school?
Page 285	What happens when lightning hits a tree? What is thunder? Is it dangerous? Is lightning dangerous?	Why did the lightning strike the tree? Why is thunder not dangerous?
Page 286	What are the safety rules to remember during a thunderstorm? Do you think Aunt Nellie is a sissy?	Why is it safest to lie on the ground if you are out in a thunderstorm? What was Johnny thinking as he looked at Julie?
Page 287	Should we be afraid of lightning? What <i>should</i> Aunt Nellie do during a storm? Pretend you are in Julie’s classroom. Tell what the weather is like now.	Why does Aunt Nellie feel safe in the closet?

Following the reading, review the events of the storm.
Encourage pupils to describe signs of impending change
(as the darkening sky, or the ominous silence.)

3. Following the reading

Practice Book

a) Use Practice Book page 81

b) Develop a list of safety rules to be observed during a thunderstorm.

C. ACTIVITIES RELATED TO BLOCK 117

description;
emotional
reactions;
sensory imagery

- * 1. The following could be an oral or a written activity. Have the pupils describe a bad storm that they have experienced and tell how they felt at various times during the storm. Encourage them to use colorful phrases that will help the reader (or listener) see, hear and feel what they did. More colorful phrases may often be encouraged by suggesting that pupils recall one set of sensory impressions at a time. For example, "What did you hear?" Be prepared to help pupils with vocabulary by discussing the topic prior to individual reporting, either oral or written. For example, "What kind of a noise does the wind make in a storm?" Record particularly effective words for possible use by all pupils.

(related to
Interpretation
Lesson 47)
distinguishing
fact and fancy

2. Have the pupils independently develop lists of real and make-believe things (as was done with the story "The Brave Little Raccoon") from stories such as "The Adventures of the Two Bears" (*Stories to Study*, page 42), or "The Wish Box" (*Stories to Study*, page 44).

distinguishing
fact and fancy

3. Have pupils list three make-believe stories they have read independently, and tell one thing that happened in each that shows it is really make-believe.

(related to
Interpretation
Lesson 48)

4. Have the pupils listen, *really listen*, to sounds to be heard from the classroom and write a group composition, "Day Sounds."

auditory imagery

5. Have each pupil describe one sound he might hear in his home at night.

BLOCK 118

I SKILLS LESSONS

A. LISTENING

To distinguish fact and fiction

Lesson 44: page 502

B. WORD PERCEPTION

Phonetic analysis — visual-auditory perception of syllables

Lesson 40: page 272

Practice Book: page 79

Lesson 41: page 273

Practice Book: page 80

C. INTERPRETATION

(No lessons suggested for this block)

D. SPELLING

Page 343	Word list	1. seven until	2. with color	3. soft white
	Test-Study	have any	green brown	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Cloud formation
may provide
clues for
weather
prediction

Suggested
topics

1. **Oral Discussion** Discuss the value of knowing what the weather will be like for a day, a week or a longer period of time. Have the pupils tell how they get information about future weather conditions.
2. **Writing**
 - a) A radio or TV weather forecast.
 - b) List strange ways which people use to predict weather (for example, Groundhog Day).
 - c) How the Indians predict weather.
 - d) An incorrect weather prediction spoils the day.



“Old Rhymes” listed in the follow-up section could also be used in the preparatory stage of this lesson.

B. READER SELECTION

“CLOUDS”

Theme

Cloud formation may provide clues for weather prediction.
(People see different things when they look at clouds.)

1. Vocabulary

Core words:

Page 289 though

Review words:

Page 288 things
with

Other words:

Page 289 weather
flurry
imagination
predicting
suppose

2. Directing the reading

Use the rhyme:

White sheep, white sheep
On a blue hill.
When the wind stops
You all stand still.
When the wind blows
You walk away slow.
White sheep, white sheep
Where do you go?

Pupils will be able to tell you that the sheep are imaginary, and are really clouds. They can contribute ideas of fanciful things they have imagined as they watched cloud formations change in the wind or breeze. Have the pupils study the picture on page 288 to see what the little boy is imagining.

Distinguishing
fact and fiction

This short selection distinguishes clearly between fact and fiction, providing both examples and definitions. The concept should not be difficult nor should the interpretation pose problems for students in B group. Difficulty may be experienced with the vocabulary. Thus one set of questions is provided for use with both groups. However, it is suggested that students in B group may need more complete development of the idea of *prediction*.

Suggested questions to guide the reading:

Page 288

If you were the little boy in the picture, what do you see? Do you really see them?
How do you decide what you see?

Page 289

What things do *some* people see when they look at clouds? Do *they* really see them?
How do they decide what they see?

What are *you* doing? What are *they* doing?

Lead ■ discussion based on the last sentence in the story. Discuss also the value of each activity.

3. Following the reading

Practice Book

- a) Use Practice Book page 85.
- b) Have pupils use science books and story books to locate information and/or weather prediction. They could either write a brief outline or report or read the information to the class.

Tell pupils that there are different types of clouds that can be identified by shape. You may wish to introduce the terms, *cirrus*, *nimbus*, *cumulus*, *stratus*. This will depend upon the maturity of your particular group.

cirrus — white filmy masses in the upper air
cumulus — a cloud in round, woolly masses
nimbus — a rain cloud
stratus — a long, low horizontal cloud form close to earth.

Old rhymes

c)

WINDS AND WEATHERS

- i) When the wind is in the East,
'Tis neither good for man or beast;
When the wind is in the North,
The skillful fisher goes not forth;
When the wind is in the South,
It blows the bait in the fishes' mouth;
When the wind is in the West,
Then 'tis at the very best.

- ii) The south wind brings wet weather;
The north wind wet and cold together;
The west wind always brings the rain;
The east wind blows it back again.
- iii) If the evening's red and the morning gray,
It is the sign of a bonnie day;
If the evenings gray, and the morning red,
The lamb and ewe will go wet to bed.
- iv) Rain before seven
Clear before eleven.
- v) See a pin and pick it up,
All the day you'll have good luck.
See a pin and let it lay,
You'll have bad luck all the day.
- vi) If you sneeze on Monday, you sneeze for danger;
Sneeze on Tuesday, kiss a stranger;
Sneeze on Wednesday, sneeze for a letter;
Sneeze on Thursday, something better;
Sneeze on Friday, sneeze for sorrow;
Sneeze on Saturday, see your sweetheart tomorrow.

Poem

d)

CLOUDS

The sky is full of clouds today,
And idly, to and fro,
Like sheep across the pasture, they
Across the heavens go.
I hear the wind with merry noise
Around the housetops sweep,
And dream it is the shepherd boys, --
They're driving home their sheep.

The clouds move faster now; and see!
The west is red and gold.
Each sheep seems hastening to be
The first within the fold.
I watch them hurry on until
The blue is clear and deep,
And dream that far beyond the hill
The shepherds fold their sheep.

Then in the sky the trembling stars
Like little flowers shine out,
While Night puts up the shadow bars,
And darkness falls about.
I heard the shepherd wind's good-night --
"Good-night and happy sleep!"
And dream that in the east, all white,
Slumber the clouds, the sheep.

Frank Dempster Sherman

C. ACTIVITIES RELATED TO BLOCK 118

writing

■ poem

- * 1. Have pupils write a poem using the first line "I look at a cloud and what do I see?". Suggest that first of all they might write two or three sentences describing what they see. Next, the sentences might be arranged in different word groupings. Demonstrate the procedure through discussion and use of the chalkboard. Have each pupil write his own poem. Comment on effective word groupings.

BLOCK 119

I SKILLS LESSONS

A. LISTENING

To recognize relationships — space

Lesson 45: page 502

Lesson 46: page 504

B. WORD PERCEPTION

Phonetic analysis — silent consonants *w, l, k, b,*

Lesson 44: page 276

Lesson 45: page 277

Practice Book: page 86

C. INTERPRETATION

Recognizing relationships — space

Lesson 49: page 409

STORIES TO STUDY A and B: pages 94-95

Lesson 50: page 410

STORIES TO STUDY A and B: pages 96-97

D. SPELLING

Page 344	Word list	1. know climb wrap	2. everyone everywhere soon	3. snow time
	Test-Study	went who	funny work	pretty happy

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Seasonal
changes as occur
in Canada are
not experienced
in some parts of
the world.

1. Oral Discussion Refer to the seasonal setting in “The Sandmen” and “Who Will Help?” in Section 3. Discuss the characteristics of winter weather, the main differences among the four seasons, and the fact that in countries south of us seasons are in reverse order, for example, Australia. Keep the discussion short; this is not a social studies lesson.

2. Writing

Suggested
topics

- a) Christmas in Australia.
- b) What would it be like to live in a land where there was no winter? no summer?
- c) What do you like about changing seasons?
- d) What are the advantages of living in a country where it is hot all the time?

B. READER SELECTION

“SPRING IS EVERYWHERE”

Theme Seasonal changes, as occur in Canada, are not experienced in some parts of the world. (Carlos thinks that winter must be spring.)

1. Vocabulary

Core words:

- Page 290 live(d)
 gone
- Page 291 built
- Page 292 build(ing)

Review words:

- Page 290 soon
 everyone
 everywhere
 warm

Other words:

- Page 290 nearly
- Page 291 threw

2. Directing the reading

Refer to the discussion of weather prediction in Block 118 and to the discussion at the beginning of this block on seasons. Introduce the title and ask if Spring could be everywhere. Point out that Carlos is the Spanish or Mexican or South American name for Carl.

“Everywhere” can be the child’s immediate world and the concept of space is restricted by the environment. This idea is developed through the questions which are suggested.

Recognizing
relationships –
space

B

A

Page 290

In what month do you think Carlos moved to the cold country?
Why do the boys say “Spring is everywhere”?

Page 291

Why did Carlos think the snow was Spring?
Was Carlos’ mistake a reasonable one to make?

Page 292

Why did Carlos say that “Spring” is everywhere?
Do you think that is everywhere?

Page 293

Why did Carlos think spring was gone? What did the boys tell him? Why did the boys begin to build a tree house? What did the boys know that Carlos didn’t?
What signs of spring did Carlos notice?
What does Carlos mean now when he says spring is everywhere?

3. Following the reading

Practice Book

- a) Use Practice Book page 87.
- b) Have pupils order in terms of size or space the following:

their bedroom	their desk
Canada	(the name of their province)
the world	(the name of their town or city)
their home	the block the school is on
the part of town where Mother shops	

Poem

c)

THE GARDEN YEAR

January brings the snow,
Makes our feet and fingers glow.

February brings the rain,
Thaws the frozen lake again.

March brings breezes, loud and shrill,
To stir the dancing daffodil.

April brings the primrose sweet,
Scatters daisies at our feet.

May brings flocks of pretty lambs
Skipping by their fleecy dams.

June brings tulips, lilies, roses,
Fills the children’s hands with posies.

Hot July brings cooling showers,
Apricots and gillyflowers.

August brings the sheaves of corn,
Then the harvest home is born.

Warm September brings the fruit;
Sportsmen then begin to shoot.

Fresh October brings the pheasant;
Then to gather nuts is pleasant.

Dull November brings the blast;
Then the leaves are whirling fast.

Chill December brings the sleet,
Blazing fire and Christmas treat.

Sara Coleridge

C. ACTIVITIES RELATED TO BLOCK 119

- writing
a poem
- * 1. Suggest that the long sentence at the end of the story "Spring Is Everywhere" (page 293). beginning with "Spring is warm sun ..." might be written as a poem. Try using the sentence as it is and then try changing it by adding words, taking words away, or by changing words.
Have the pupils write their own poems beginning with one of the following:
 "Trees are green leaves dancing in the sun..."
 "Baseball is the ball hitting the bat..."
 "Coming home is Jiggs jumping up to say hello..."
Have the pupils write a poem that is all their own.
- (related to
Interpretation
Lesson 49)
writing lists
- * 2. Pupils write lists of
 - a) things that should go in a school bag;
 - b) places a puppy should stay while his master is at school;
 - c) places to look for a lost puppy.
- (related to
Interpretation
Lesson 49)
group writing
- * 3. Develop a story group about the puppy at school.
- (related to
Interpretation
Lesson 50)
diagrams
- 4. After pages 98 and 99 of *Stories to Study* have been completed, have the pupils make and label a diagram of the farm using diagramatic form instead of picture representations of the buildings.
- oral
stories
- * 5. Have each pupil choose a favorite animal from the story and tell about an incident that could have happened as the class visited it.
- dramatization
- * 6. Dramatize the subsequent conversation between Dale and (1) his mother (2) his father (3) a pal who was not on the trip.

Poem

Page 294,
OUT AND AWAY

NIGHT WIND

- A.** Introduce "Night Wind" as a poem about a child who liked to lie awake at night and listen to the wind in its many different sounds.

Before you read the poem, the pupils might talk about the different moods of the wind that are familiar to them. Then read the poem while the pupils listen to find out whether the child in the poem knows the same moods.

Do not have a prolonged discussion of the poem, nor attempt to have the pupils identify the author's techniques, but do ask them to note changes in the sound of the poem as the wind changes. For example, in Stanza 2, there is a sudden change from the "drowsy tune" to the "funny dream." Read the poem again as the pupils follow in their books. Discuss briefly and then allow time for the pupils to read the poem silently.

- B.** Read these lines from the poem:

*Sometimes it talks, and tells me things
That it has seen and heard:*

Have each pupil write a sentence he imagines the wind might say as it tells of a sad thing it has seen or heard. For example, "In a far away land I saw a little boy who was wounded in a war." Then the pupils could decide how the sentence should be read in order to best convey a feeling of sadness. Proceed in like manner with the moods created by fear, happiness, and great excitement.

- C.** This poem lends itself to Choral Speech, but first the pupils must know the selection well and be able to read it easily. The following is a suggested arrangement:

Solo (or a few voices): I listen to the wind at night
When I am safe in bed;

Girls: Sometimes it whispers soft and low,
All: Sometimes it shouts instead.

Girls: Or it may be a drowsy tune
It hums the whole night through;
Boys: Once when I had a funny dream
I heard it chuckle, too.

Girls: Sometimes it talks, and tells me things
That it has seen and heard;
Boys: Of how it gently swayed a branch
To swing a little bird.

Solo (or a few voices): Sometimes I hear it scurry by
As quiet as a mouse;

Boys: And once I woke, just as it ran
Whistling past the house.

All: Sometimes it sings a happy song,

Solo (or a few voices): Sometimes I hear it sighing;

All: But when its tears run down the pane (*quietly*)
I know the wind is crying.

BLOCK 120

I SKILLS LESSONS

A. LISTENING

For details

Lesson 47: page 507

B. WORD PERCEPTION

Phonetic analysis – vowel digraphs *ie, ei*

Lesson 46: page 278

Lesson 47: page 278

Practice Book: page 88

C. INTERPRETATION

Noting and remembering details

Lesson 51: page 411

STORIES TO STUDY A and B: page 100

Lesson 52: page 411

STORIES TO STUDY A and B: page 101

D. SPELLING

Page 344	Word list	1. cookies eight tried	2. almost more	3. must Miss
	Test-Study	there over	fast brother	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Even birds
co-operate
in times of
danger.

1. **Oral Discussion** Initiate the discussion by asking what the people in the community would do in case it was threatened by fire or flood. (All people would get together and try to protect all.) Bring out other instances where co-operation can produce better results than each person acting alone.

2. **Writing**

Suggested
topics

- a) How people work together when there is a fire.
- b) A list of ways in which people work together.

B. READER SELECTION

“A LESSON FOR CINDERS”

Theme

Even birds co-operate in times of danger.
(The birds taught Cinders the lesson that his mistress could not.)

1. **Vocabulary**

Core words:

Page 295 quiet(ly)
 break

Page 297 catch
 caught

Review words:

Page 295 each

Page 296 almost

Page 300 more

Other words:

Page 295 habit Page 297 gently
 leash

fastened Page 299 yelping

Page 296 scolded Page 300 direction

2. **Directing the reading**

Present the title. Identify *Cinders* as the little black spaniel in the picture on page 295. Invite the pupils to speculate about the “lesson.” What “lessons” must dogs learn?

Have the pupils read this story right through without interruption before discussion.

Noting and *
remembering
details

Because the skill to be stressed is "Noting and remembering details", see how many details pupils can remember without referring to their books.

Discuss the initial question. Were the pupils correct in their guesses about the "lesson"?

B

A

Page 295

What bad habit did Cinders have?

What things did he like to chase?

How had Betsy tried to break him of this habit?

Why did Betsy put a leash on Cinders?

Page 296

Why did Betsy run to keep up with Cinders?

What did she make him do when she
got him stopped?

Why did Betsy scold Cinders?

Page 297

What did Cinders do when he chased the green bicycle?

What did Betsy have to do this time to make Cinders sit?

Did she slap him hard?

How do you know?

Page 298

Where did Betsy put Cinders when she
got to Grandmother's?

What did Cinders do? Why?

Why was Grandmother not worried when Betsy heard Cinders barking?

Page 299

Why did the barking stop?

What did Betsy hear instead?

What was causing all the commotion?

Page 300

How was Cinders acting? How was he feeling?

What did Betsy do? What did Cinders do?

Page 301

Why had the robins been attacking Cinders?

What did the mother robin do to show she was glad to see
her baby safe?

Page 302

How did Cinders act on the way home?

What did Betsy do to show she was pleased with Cinders?

After the detailed discussion, relate the action of the robins to the preparatory discussion. Decide why so many robins got together. Why wasn't one enough? Do birds really act like this? (Yes - many instances are recorded. This story is based on a *true* happening.) Have any of the pupils seen such incidents?

3. Following the reading

Practice Book

a) Use Practice Book page 89.

Poem

b) Read the following poem. Discuss with the pupils whether or not Betsy might feel like this about Cinders.

MY DOG

His nose is short and scrubby;
His ears hang rather low;
And he always brings the stick back,
No matter how far you throw.

He gets spanked rather often
For things he shouldn't do,
Like lying-on-beds, and barking,
And eating up shoes when they're new.

He always wants to be going
Where he isn't supposed to go.
He tracks up the house when it's snowing,
Oh, puppy, I love you so.

Marchette Chute

C. ACTIVITIES RELATED TO BLOCK 120

writing
a story

- * 1. Have a story written about the next time Betsy took Cinders for a walk.

or

Suppose that the next time Betsy took Cinders out he forgot the lesson the robins taught him. Can you think of another way in which he might learn his lesson? Write a story about it.

descriptive
words

- * 2. Have the pupils think of words to describe how Cinders acted *before* the robins attacked him; *after* they attacked him.

explanation

- * 3. Finish the paragraph:

Betsy was a good mistress because _____.

(related to
Interpretation
Lesson 51)
compound words

4. There are many compound words in the selection "Snow." Have pupils list them and illustrate where possible.

descriptive
words

5. Have pupils list all the words used to describe snow.

noting details -
illustration

6. Pupils choose one paragraph from the selection "Snow" to illustrate. Print a title under the illustration. Include all relevant details in the picture.

(related to
Interpretation
Lesson 52)
irrelevant
details

7. Have pupils write a problem, list, or description including irrelevant details. Have each pupil read his work aloud while others try to detect the irrelevant details.

BLOCK 121

I SKILLS LESSONS

A. LISTENING

For details

Lesson 48: page 508

B. WORD PERCEPTION

Structural analysis — changes in some root words when inflectional endings are added

Lesson 84: page 309

Practice Book: page 90

Lesson 85: page 310

Practice Book: page 91

C. INTERPRETATION

(No lessons suggested for this block)

D. SPELLING

Page 345	Word list	1. take taking	2. which other many does	3. heat hand
	Test-Study	going now	fell apple	has got

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme: Through simple experiments we can discover scientific principles.

1. Oral Discussion Pupils will have conducted simple experiments in grades one and two. Discuss those which your class has performed, bringing out the fact that through simple experiments we can *see* what takes place and discover the reasons for it.

Suggested topics

2. Writing

- Describe an experiment that has been conducted.
- What happens when the kettle boils?
- Johnny "pops" an empty paper bag full of air startling Susie.

B. READER SELECTION

"WHY WEAR WHITE"
 "AIR PRESSURE IN YOUR BREATH"
 "MAKING A RULER HUM"

Theme Through simple experiments we can discover scientific principles.
 (Black things absorb heat. White things reflect heat. There is air pressure in your breath. All sounds are made by things that vibrate.)

1. Vocabulary

Core words:

Page 303 often

Review words:

Page 303 wear Page 306 many

Page 304 which Page 307 does

Page 305 other

Other words:

Page 303 usually Page 306 pressure
 desert breath
 experiment using

Page 304 cube Page 307 ruler
 size plastic
 wrap vibrates
 throat

Page 305 absorb
 bounced
 reflect

2. Directing the reading

The oral discussion will have prepared pupils for the idea of experiments and for the various types which may be conducted. Present the question "Why Wear White?" Have pupils suggest when and why we wear white.

Noting
details

Remember that the main purpose of this lesson is to *teach* children to *read* scientific material. Tell them that they must read much more slowly and that they should study the diagrams as they read.

B

A

Page 303

Have the sentences read one at a time and possible answers given.

Page 304

Indicate the headings and ask pupils how many steps there are in the experiment. Point out that there is a diagram for each step and that the diagram will provide valuable information.

Say, "The first step gives directions and a description of the material used. Read this. Examine the diagram and note how it aids in understanding the words. There are three instructions in Step 2. What are they?"

Have the pupils examine the pictures and the format on this page.

Point out (1) that in a scientific experiment both directions and diagrams must be "read" as both give valuable information; (2) that sequence of events or operations is important and must be followed exactly as given.

What are you to do in Step 1? Step 2? Step 3?

* Have the necessary materials ready for the experiment. Have one pupil follow the directions as another pupil reads them aloud from the book. You will have to plan this lesson for a day when sunlight comes into the classroom. You could proceed with the remaining sections of the lesson, returning to page 305 on completing the experiment.

Page 305

Ask pupils what they saw... Have them read the first sentence aloud.

What makes ice melt? In which glass would it be warmer? Why? What happened to the sun's rays hitting the black paper? the white paper?

Why did this happen?

Why wasn't it so hot in the glass covered with white paper?

Have pupils refer to the diagram and explain or "read" it.

Have pupils reread and answer the questions on page 303.

Page 306

Present the title "Air Pressure in Your Breath." Have pupils blow under the edge of the page in their reader, forcing the page to rise.

Have the first sentence read aloud, and ask for answers.

How can you find the answer? Do you think it will work?

Numbers or quantity are important in scientific experiments. How many balloons do you need? How many books do you use first? Where do you put the balloon? What else do you need to know about the position of the balloon?

Which are the key number words?

What three things do you do with the balloon?

Have the materials ready. Have one pupil carry out the experiment as another pupil reads the directions. You may have enough balloons so that pupils can work in pairs. When the first set of directions has been followed, have the pupils read the remainder of the page and do as they are instructed.

Page 307

Give each pupil a thin ruler made of wood or plastic.

Use your desk instead of a table.
What will you do with your ruler? How will you know if you have it in the correct position?

In what position is the ruler to start with?
How does it stay there?

How are you to move the ruler?

What are you to do to the ruler? The word that tells "how" is important. What is it?

What are you to listen for?

Why does the ruler hum? Another word for this is *vibrate*.

What makes the ruler vibrate? What does vibration cause?

What causes all sounds? What are some sounds caused by vibration?

How could you tell that sound is caused by vibration?

How can you tell if there is vibration when you talk? Is there?

*

If there is a piano, radio or bell in the room have the pupils try this part of the experiment too.

3. Following the reading

Practice Book

a) Use Practice Book page 92.

C. ACTIVITIES RELATED TO BLOCK 121

describing an experiment

- * 1. Have pupils conduct a simple experiment. For example, if you live where there is snow have pupils place a piece of dark cloth and a piece of white cloth on the snow on a sunny day. Then have them write a brief description of the experiment and the results. Stress accuracy of observation and of description. After the descriptions have been written, discuss the experiment and what should be included in the description. Have pupils check their own descriptions for completeness and accuracy. Rewrite if necessary. Stress the necessity of precise descriptions.

oral –
describing
an experiment

- * 2. Pose a simple problem for pupils to carry out on their own. Then have each pupil describe his experiment orally. (This oral description could be done in small groups of pupils.) Stress accuracy of expression and correct sequence.

BLOCK 122

I SKILLS LESSONS

A. LISTENING

To prepare a simple outline

Lesson 49: page 510

Lesson 50: page 511

B. WORD PERCEPTION

Structural analysis — plural forms of words

Lesson 86: page 311

Lesson 87: page 311

Practice Book: page 93

C. INTERPRETATION

Research skill — making an outline

Lesson 53: page 412

STORIES TO STUDY A and B: page 80

Lesson 54: page 412

STORIES TO STUDY A and B: page 100

D. SPELLING

Page 346	Word list	1. leaf leaves	2. would could	3. five four
	Test-Study	best new	game dress	hide cake

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Air has
properties and
uses.

1. **Oral Discussion** Recall the experiment described on page 306. Have the pupils suggest other examples of air moving things and of things that contain air.

Suggested
topics

2. **Writing**

- a) Tricks with balloons.
- b) A Flat Tire.
- c) What the wind can do.
(Because you may have had enough discussion about air in the previous block, you may wish to omit the Oral Discussion and Writing here.)

B. READER SELECTION

“THE AIR WE BREATHE”

Theme

Air has properties and uses.
(Many everyday uses of air are outlined.)

1. **Vocabulary**

Core words:

Page 308 finish

Review words:

Page 308 would

Other words:

Page 308	feathers	Page 310	scientists
	useful		tunnels
	comfortable		objects
	bounce		automobiles
	easily		poet
	propellers		thought(s)
			describes
			Robert Louis Stevenson

2. **Directing the reading**

Present the title. Mention the importance of air for life as implied in the title.
Comment that the essay will tell about many other ways in which we make use of air.

Noting
main ideas and
details

Selections such as this essay are included in the reader to *teach* pupils *how* to read factual material. The *purpose for reading* and the *rate of reading* should differ from those used in reading a story. Prepare the readers for a factual selection from which they can learn information about air.

Question the pupils to obtain details that will later be incorporated in an outline. The same detailed reading will be done by both groups. Hence only one set of questions is outlined.

- Page 308

Where is air?
How do you know it is there?
What is in the bag?
What else might you fill with air in the same way?
Why is air put in car tires?
- Page 309

What kinds of balls are filled with air?
What do we call moving air?
What can the wind move?
What things are held up by the air?
- Page 310

What are wind tunnels?
Why do scientists test wind strength?
Who else is interested in the wind?

Read the poem “The Wind” to the pupils. Does the poem mention any of the same things that the essay did?
From reading the essay, can you answer the questions asked in the poem?
Following the reading place the following outline on the board. (You may feel your pupils can supply these headings.)

Air

- A. Things we fill with air.

1.
2.
3.
4.
- B. Things that air can move.

1.
2.
3.
4.
- C. Things that fly in the air.

1.
2.
3.
- D. People who think about the wind.

1.
2.

Have the pupils fill in the details, from memory if possible. Beware of the tendency to fill it in from experience rather than from the essay. If pupils suggest answers that are correct, but are not mentioned in the essay, remind them they are outlining the ideas presented by the author.
Have the essay re-read to check the completeness of the outline. Be sure pupils realize that *all* details are not to be included; but that all details relevant to the selected headings should be included.

3. Following the reading

Practice Book

- a) Use Practice Book page 94.
- b) Have the pupils experiment with the paper bag.
- c) Write the following questions on the board.

Why do we fill car tires with air?

What makes a beach ball float?

Why does a kite fall when the wind stops?

How does a bird fly?

Pupils may be required to (i) write answers to the questions or (ii) find the part of the essay that answers each question and read it orally.

C. ACTIVITIES RELATED TO BLOCK 122

description

- * 1. Have the pupils consider the destructive force of high winds. They may know the terms, "tornado," "hurricane," "cyclone." They might be able to distinguish these words. Have them either describe a destructive wind storm they may have witnessed or list the damage that might be caused.

contrasting

- * 2. Discuss the similarities and differences of air and water. Can you "swim" in air and water? Can you see air and water? Can you feel air and water?

Have each child make a list of all of the differences between air and water he can discover.

(related to
Interpretation
Lesson 53)
ordering of
sentences

3. Choose one paragraph from "Signs of Spring." Discuss sentence order and possible alternate sequence of sentences. Some sentences can be inter-changed without affecting the sense and the order while others can not. For this activity sentences printed on cards are helpful for easy exchange of position.

(related to
Interpretation
Lessons 53 and
54) comparing

4. Compare or contrast the selections "Snow" and "Signs of Spring" emphasizing whatever aspect is most beneficial to your group; descriptive words, sensory imagery, etc.

BLOCK 123

I SKILLS LESSONS

A. LISTENING

(No lessons suggested for this block)

B. WORD PERCEPTION

a) Phonetic analysis – review vowel digraphs

Lesson 48: page 279

Practice Book: page 95

b) Structural analysis – compound words

Lesson 88: page 312

Practice Book: page 96

C. INTERPRETATION

Oral reading of factual material

Lesson 69: page 428

STORIES TO STUDY A and B: page 106

D. SPELLING

Page 346	Word list	1. airplane chair seen head hear heard	2. very never	3. live own
	Test-Study	walk stop	slow school	house how

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Geography
affects
produce.

1. Oral Discussion Relate the discussion to the geographic features of your area and the products that are grown or produced there. Students may know about other parts of Canada from visiting relatives, watching TV shows or movies, or listening to stories. Any of these sources of information can be used to develop the idea that the type of produce is directly related to geographical conditions.

Suggested
topics

2. Writing

a) List the geographical features and the products of the local area.
b) Describe how one agricultural product is produced from time of planting (or birth) until it reaches the consumer.
c) A part of Canada you would like to visit and why.
d) Make a chart showing the provinces or parts of Canada *that pupils know about*, with products of each.

B. READER SELECTION

“FRIENDS IN CANADA”

Theme

Geography affects products.
(A French-Canadian boy receives unexpected “thank you’s” for his gift of maple sugar.)

1. Vocabulary

Core words:

Page 313 brought

Page 315 quite

Page 316 own

Review words:

Page 316 very
 never

Other words:

Page 312	Marcel	Page 316	wrote
	Quebec		heard
	syrup		either
	sugar		field

Page 313	prairie		tiny
			sheaf

Page 315	beyond	Page 317	crocus
	mountains		perfectly
			formed

Page 318 carefully

Page 319 cupboard

2. Directing the reading

A large map of Canada showing the provinces would be useful in introducing this selection. Locate the province in which your school is located and the province of Quebec. Present the title of the selection and the name *Quebec*. Tell the pupils that the selection is about a boy named Marcel who lived in Quebec. If the concepts of "prairies" and "coastal province beyond the mountains" haven't been developed during the preparatory stage, use the map to indicate the locations and encourage pupils to discuss the terrain and the products of each of the three areas: Quebec, British Columbia, and the Prairie Provinces. Use the photographs in the reader for distinguishing characteristics.

While it is essential that pupils have sufficient background knowledge to enable them to interpret what they read, do not have a prolonged discussion beforehand. Some pupils may have travelled to another province. Discuss distance and time required to travel between various points in Canada.

Leave the map of Canada up during the guided reading and refer to it whenever necessary in order to develop the concept of space and distance. The following questions are suggested for your use:

Recognizing
relationships—
space

B

A

Page 312

Talk briefly about work in the sugar bush, using the pictures as the basis for discussion.

What size do you think Marcel's father's maple bush is? — as big as the school yard? as big as a city block? bigger than a city block? (*Use examples suitable for your location.*) Why did you choose as you did?

Have pupils locate Quebec on the map.
How you know Marcel made many sugar cakes?

Page 313

Which words tell you that the prairie is a long distance from Marcel's home?

Point out the prairies on the map.
Which direction would you travel to get from Marcel's home to Bob's home?

What two things from the maple tree did Marcel send his friends? Why would this be a treat for them?

Where did Bob live?
Where did Jack live?

Could Bob and Jack live in the same part of Canada? Why do you think so?

Were you correct?

Pages 314-315

Which boy lived farthest from Marcel's home?
Which words tell you this?
Point out Jack's home on the map. . . .

Jack lived away beyond the prairie to the west. In what direction from the prairie did Marcel live?

Two of the three boys lived away beyond the prairie. Who were they? How could they both live away beyond the prairie and yet live in different provinces?

Pages 316-317

Why didn't Marcel hear from either of his friends for a long time?

What do you think Bob's father does for a living?

Sometimes boys and girls have their own garden plots. What did Bob plant? What does this tell you about the size of his father's property?

How do you know that it was a long time before Marcel heard from Bob? There are clues in Bob's letter.

What makes you think that Bob's father has a lot of land?

Where is Marcel going to take the crocus and the wheat?

Page 318

Whose box had the furthest to come?

Why do you think Jack's box arrived later than Bob's?

How could the boxes have travelled?

What did Jack send?

What did the bowl and the shells have in common?

Page 319

How would you feel if you were Marcel? Why?

Do you think Bob and Jack chose good gifts to send? Why?

Could Marcel's last wish come true? Why? Why not?

Why do you think he made it?

You may wish to extend the discussion of interesting things from different parts of Canada.

3. Following the reading

Practice Book

- a) Use Practice Book page 97.
- b) Provide pupils with outline maps of Canada showing provinces. Have them illustrate the selection using the map. This will provide an opportunity for varied approaches. Discuss the finished products.
- c) Have pupils write a thank-you letter from Marcel to one of the boys.

C. ACTIVITIES RELATED TO BLOCK 123

recognizing words that denote place relationships

1. Have the pupils underline the words in each sentence that convey the feeling or idea of place.

- a) Bob lived away out on the prairie.
- b) Jack lived away beyond the prairie.
- c) This box would go across the prairie, across the mountains, and down to the sea.
- d) The crocus grows all across the prairie in the spring.
- e) The Chinese bowl came from across the sea.
- f) Marcel had things from far away.
- g) He brought them home from school.

BLOCK 124

I SKILLS LESSONS

A. LISTENING

(No lessons suggested for this block)

B. WORD PERCEPTION

a) Review consonant and vowel sounds represented by y

Lesson 49: page 280

Practice Book: page 98

b) Vowel *a* followed by *l, w, u*

Lesson 50: page 280

Practice Book: page 99

C. INTERPRETATION

Oral reading — factual material

Lesson 70: page 428

STORIES TO STUDY A and B: page 106

D. SPELLING

Page 347

Word list

1. try
draw

2. watch
goes

3. win
sad

Test-Study

found
them

didn't
can't

don't

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Some wild
animals cannot
adapt to
captivity.

- 1. Oral Discussion** List pets owned by pupils. Discuss what would happen if the pets had no one to care for them. Bring out their dependence on man.

Compare the lives of wild animals with the lives of pets. Discuss whether or not they would like to change places. Bring out that most wild animals are happier in their natural habitats; but that some can be tamed (for example, deer, chipmunk, squirrel).

In some areas you might want to relate to your discussion the efforts being made in some zoos to keep animals in a more natural environment.

2. Writing

Suggested
topics

- a) Why some wild animals should not be kept as pets.
- b) Compare the life of a wild rabbit and a tame one.
- c) A wild animal I would like to have for a pet.

B. READER SELECTION

“KNOCKER THE GULL”

Theme

Some wild animals cannot adapt to captivity.

1. Vocabulary

Core words:

Page 320 careful(ly)

Page 322 great

Review words:

Page 320 watch(ed)

Page 324 afraid

Other words:

Page 320 professor Page 324 built

Page 321 colony basin

island trouble

tomorrow Page 325 gullery

pointed Page 327 meadow

Page 322 glided lonely

moment enough

Page 323 death

2. Directing the reading

Present the title. Ascertain whether all the pupils are familiar with the bird, *the gull*. Have several pupils suggest reasons why the name “Knocker” was chosen for a gull.

Relate the title to the oral discussion and have the pupils give opinions as to the suitability of a gull for a pet.

Making judgments

Your questions should direct attention to facts or inferences on which the judgments can be based. Remember that judgments also involve personal values and so different pupils will express different ideas. Encourage diversity, but be sure pupils realize that they must be able to justify their judgments.

B

A

Page 320

What is the professor doing? What will he do with the picture?

Why did the professor use a real gull for a model?

Do you think the professor's book about birds will be accurate?

Page 321

Where did the professor get the gull? What does he plan to do with it when his drawing is done?

Does the professor like birds?

Page 322

What did Ronny see on the island? What did they watch the baby gull do? *Discuss in detail this strange habit.*

Describe what Ronny saw as they neared the island. How does a little gull tell his mother he's hungry?

Page 323

Where do gull families live? What happens if a strange gull wanders in? Why is Ronny worried about their little gull?

Why must they be careful where the gull is placed?

Did the professor do the right thing, bringing the little gull back to the island?

Page 324

Why does the gull need a new home? What did Ronny do for him?

Is the professor really interested in the gull? Is Ronny? How do you know?

Are Ronny's plans for the gull good ones?

Page 325

What did Ronny do? Was it successful? Is this a good way to feed the gull?

Was Ronny's new plan a good one?

Page 326

Did Ronny choose a good name? Does the gull seem content?

Page 327

What did Ronny do to give Knocker a treat? How did Knocker begin acting? Did Ronny want to give him up? Why did he decide to take him back to the gull colony?

Does Ronny really care for the gull?

Page 328

How do you think Ronny feels now?

In a follow-up discussion consider whether the professor was justified in taking the gull from his home. Pupils might bring out the importance of accuracy in a work of science — but might suggest that a more precise location of the gull's yard could have helped. On the other hand, the parent gulls might have moved out

3. Following the reading

Practice Book

a) Use Practice Book page 100.

C. ACTIVITIES RELATED TO BLOCK 124

description

* 1. Have the pupils describe, in their own words, the gull colony.

predicting
outcomes

* 2. Have the pupils write another ending to the story "Knocker the Gull," considering what would have happened had Ronny decided to keep Knocker instead of taking him back to the colony.

writing a story

* 3. Discuss what might happen to Knocker after Ronny let him go. Where do you think, he would go? Do you think gulls ever have any exciting adventures or "close calls?" Write a story about an adventure that Knocker might have.

details of story
related to
illustration

4. Have the pupils study the illustrations on pages 320 and 325 of *Out and Away*. Ask them to think how the artist would plan his illustrations. Have them re-read the pages and copy words, phrases or sentences that helped the artist to know what to draw.

Poem

Page 329,

OUT AND AWAY

THE CRUMB

Most children will have watched ants at picnics and may have witnessed an incident such as the one described in the poem.

Talk about this briefly and then read the poem.

Have the pupils open their books and read the poem silently.

Talk about the size of the ant for the task he has undertaken. Pupils should note that the crumb is six times his size, that each bump is like a mountain to him. They might decide how the blades of grass look to him.

Discuss: how the watcher feels, and his motive for offering help; the ant's reaction and the reason for it.

Have pupils comment on the meaning of the last two lines.

Re-read the poem.

Have individual pupils read the poem.

BLOCK 125

I SKILLS LESSONS

A. LISTENING

To predict outcomes

Lesson 51: page 513

Lesson 52: page 514

B. WORD PERCEPTION

a) Using the context

Lesson 64: page 292

Practice Book: page 101

b) Alphabetizing

Lesson 89: page 313

Practice Book: page 102

C. INTERPRETATION

Predicting outcomes

Lesson 55: page 413

STORIES TO STUDY A and B; pages 107-108

Lesson 56: page 414

STORIES TO STUDY A and B: pages 110-111

D. SPELLING

Page 347	Word list	1. gay gray yard	2. cried	3. home door
	Test-Study	wish just	took room	seem father

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME



(Because the stories in the section “Imagine That!” are imaginative tales to read just for fun, there is no need for an oral discussion beforehand.)

B. READER SELECTION

“JOEY, THE LOST KANGAROO”

(What would *you* do, if you met a lonely little kangaroo looking for a home?)

1. Vocabulary

Core words:

Page 333 lonely

Page 336 suddenly

Review words:

Page 333 cried

Other words:

Page 335	burrow(s) earth	Page 340	horrible terrible moment squeaked
Page 336	noise		
Page 337	comfortable	Page 341	idea
Page 338	emu squawked explained	Page 342	obediently anxiously enormous
Page 339	worried	Page 344	naughty
		Page 345	astounded imagine

2. Directing the reading

Present the title. Have the pupils relate the title to the picture on page 333 and suggest why Joey might be crying.

Predicting
outcomes

Pupils may need some guidance in following the layout of story and pictures.

Pupils should base their predictions on what they have read or learned from the illustrations. Predictions should always be checked. Keep the discussion brief because pupils will be anxious to read to the end.

	<div>B</div>	<div>A</div>
Page 333	Why is Joey crying? How do you know he has been crying a long time?	What two words might tell us why Joey is crying? (<i>lost; lonely.</i>)
Page 334	Why is Joey crying? Will Rosie think of something?	
Page 335	Where does Rosie live? Why does she make a burrow for Joey? What will Rosie do now?	Why did Rosie make a burrow for Joey? Why didn't Joey like the burrow?
Page 336	Who wants to help? What do you think Henry will suggest?	Why does Henry need to have a big, big think?
Page 337	Why is a tree a poor home for Joey? What will happen next? (<i>Pupils should have noted the story pattern – a different animal will appear and try to help.</i>)	How does Henry feel up in a tree? How does Joey feel?
Page 338	What is an emu? What kind of home will Alfred Emu suggest?	
Page 339	Where does Alfred want Joey to live? Where do you suppose he has his home? What will happen next?	Where does an emu have his home?
Page 340	Why didn't Joey like living like an emu? Why are the animals worried? Will Olive think of an answer?	
Page 341	Where does Olive live? Will Joey like it?	Why won't Joey be able to share Olive's home?
Page 342	What was Olive's home like? What is making such a noise?	
Page 343	What is it?	
Page 344	Will Joey be happy with the home he has now?	
Page 345	What surprised the other animals? Were you surprised?	Why are Joey's friends astounded?
	In the follow-up discussion, pupils should note that each animal has a home that suits <i>him</i> . (They might relate this to the discussion in Block 124: "Knocker the Gull.")	

3. Following the reading

Practice Book

a) Use Practice Book page 103.

oral reading

b) Discuss briefly how the page layout might guide the reading. Have each pupil prepare a page by considering what each character said, how he felt as he said it, and how he would speak.

As an alternative, you might prefer to choose one pupil to take the part of each character and depict his changing moods.

c) Dramatize the story. Encourage the pupils to use both words and actions to express the concern felt by the animals.

Poem

d)

THE KANGAROO

Old Jumpety-Bumpety-Hop-and-Go-One
Was lying asleep on his side in the sun.
This old kangaroo, he was whisking the flies
(With his long glossy tail) from his ears and his eyes.
Jumpety-Bumpety-Hop-and-Go-One
Was lying asleep on his side in the sun,
Jumpety-Bumpety-Hop!

Author Unknown

C. ACTIVITIES RELATED TO BLOCK 125

synonyms

1. Have pupils look at the story "Joey, the Lost Kangaroo," and discover all the synonyms of "said" – *sobbed, cried, growled, exclaimed*. Why does the author not use "said" all the time? How does the particular word used tell you to read that sentence?

conversation

*Use one of the following suggestions and write a conversation using the best synonym of "said" in each case.

- a) Marion tells her mother about losing her best skipping rope.
- b) Sam is very happy because his team has just won the

noting details

2. Mimeograph the following. Allow pupils to use their readers to find the correct names.

In the story "Joey, the Lost Kangaroo,"

All the animals sat down to have (a big, big think) _____.
Who sat on swishy-mishy feathers? _____.
Who sat on a fluffy-puffy tail? _____.
Who sat on a whippety-lippety tail? _____.
Who sat on a furry-burry seat? _____.

remembering
details

3. All the animals tried to help.

Who made a burrow for Joey? _____.
Who wanted Joey just to be on the ground? _____.
Who wanted Joey to sit in a tree? _____.
Who wanted Joey to live in a nest in a
wheat field? _____.
Who had a home for Joey that he liked? _____.

(related to
Interpretation
Lesson 55)
inferring

4. Have each pupil make a list of things that bears like (as suggested by the story "The Bear That Moped").

(related to
Interpretation
Lessons
24 and 55)
comparing

* 5. Have pupils re-read "The Adventures of the Two Bears" *Stories to Study*, pages 42 and 43) and compare the life of the wild bears with the life Louie leads ("The Bear That Moped").

(related to
Interpretation
Lesson 56)
space
relationships

6. Have pupils draw and label a diagram showing the setting of the story, "The Old Woman and Her Breakfast," as described in the first paragraph.

(related to
Listening
Lesson 34 and
Interpretation
Lesson 56)
comparing

* 7. Re-read the poem "The Egg" in Listening Lesson 34. Compare the events with those in the story "The Old Woman and Her Breakfast." You may have the pupils make a chart showing the characters that the little girl and the old woman asked to help them.

The little girl

The Old Woman

(related to
Listening
Lesson
52) relating to
experience

* 8. Have the pupils write in response to the following: "If you owned a magic cloth like the one in the story, 'The Lad Who Went to the North Wind,' outline the complete dinner you would like it to cook."

THE MOON

Poem
Page 330
OUT AND AWAY

Have the pupils read the poem silently. Look for the pupils who chuckle as they read and then ask them what they found amusing. Have the pupils guess how old they think the child of the poem is? Why?

Read the poem aloud to the pupils. If pupils express a desire to read the poem orally, be sure they understand the rhythm and phrasing. The poem could be spoiled by a sing-song reading of the last four lines of each stanza. Remind the pupils to pay attention to the meaning, and then the rhythm will be easier to cope with.

Poem

Page 332

OUT AND AWAY

BEING GYPSY

Read the poem to the pupils.

Discuss the word "gypsy." Allow several pupils to explain what they think the word implies.

Discuss who might be speaking and read the poem again. Talk briefly about:

- 1) What the speaker thinks would be most fun in being a gypsy;
- 2) why it might be difficult to find a gypsy who "would change his place with me";

- 3) possible reasons why the speaker changed from

"... to roam the world
For years and years and years."

to "... to roam
For maybe ... oh,
A week or so ..."

This is a delightful poem to use for choral speaking. Have pupils read the poem silently until they are familiar with it. A pattern for choral speaking might be:

All { A gypsy, a gypsy,
Is what I'd like to be,
Boys { If ever I could find one who
Would change his place with me.

Solo — Rings on my fingers,
Solo — Earrings in my ears,
Solo — Rough shoes to roam the world
All — For years and years and years!

Solo — I'd listen to the stars,
Solo — I'd listen to the dawn,
Girls { I'd learn the tunes of wind and rain,
The talk of fox and fawn.

All — A gypsy, a gypsy!
Boys — To ramble and to roam
Girls { For maybe _____ oh,
A week or so _____
All — And then I'd hie me home!

BLOCK 126

I SKILLS LESSONS

A. LISTENING

To select correct meaning of words from the context of a sentence

Lesson 53: page 516

Lesson 54: page 517

B. WORD PERCEPTION

Structural analysis – review inflectional endings

Lesson 90: page 313

Practice Book: page 104

C. INTERPRETATION

Understanding sentence meaning – precise word meaning

Lesson 57: page 415

STORIES TO STUDY A and B: page 113

Lesson 58: page 417

STORIES TO STUDY A and B: page 113

D. SPELLING

Page 348	Word List	1. done gone pulled pulling	2. hold held	3. tale tail long
	Test-Study	your tell	cut cutting	biggest lady

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(No preliminary discussion is suggested.)

B. READER SELECTION

“WHY THE BEAR IS STUMPY-TAILED”

1. Vocabulary

Core words:

Page 347 strong

Review words:

Page 346 hold

Other words:

Page 346 slinking
Bruin
learn
smarts

Page 347 enough

2. Directing the reading

Present the title. Discuss the meaning of “stumpy-tailed.” Relate this to the picture. Have the pupils anticipate what they will learn by reading this story.

The following questions are suggested for use in guiding the silent reading and in the discussion.

Using sentence
context for
word meaning

Understanding
the main idea

Page 346

B

How was the Fox walking?
When and why do we slink along?

What part of sentence one tells why the Fox came
slinking along?

What is a “string of fish”?

What might they be strung on?

What did the Bear call the string of
fish? Why?

What did the Bear ask the Fox? What
did he want to know?

What was the Fox’s reply?

Do you think this is the way to catch fish?

A

What phrase describes how fishermen
carry their fish?

Re-word the Bear’s first statement in a
way that will make clear the meaning of
“catch of fish.”

How many different ways can you think of
to ask “how to set about it”?

B

What did the Fox say would make the Bear's tail "smart"?

Could this be a good reason? What is the real reason?

Page 347

How was the Bear instructed to get his tail out of the hole?

What made the Bear think that he was catching a lot of fish?

A

How do you know that the Fox is clever and sly?

Which word tells what a "cross-pull" is?

Which word tells that the Bear's tail was frozen hard and tightly in the ice? How do you know that *fast* doesn't mean *quickly* in this sentence?

Read the sentence that answers the problem suggested in the title.

Oral
discussion

Discuss reasons for feeling sorry for the Bear and on the other hand reasons for not feeling sorry for him.

3. Following the reading

Practice Book

a) Use Practice Book page 105.

Poem

b) **THE LADY AND THE BEAR**

A Lady came to a Bear by a Stream.
"O why are you fishing that way?
Tell me, Dear Bear there by the Stream,
Why are you fishing that way?"

"I am what is known as a Biddly Bear, —
That's why I'm fishing this way.
We Biddly's are Pee-culiar Bears.
And so, — I'm fishing this way.

And besides, it seems there's a Law:
A most, most exactious Law
Says a Bear
Doesn't dare
Doesn't dare
Doesn't DARE
Use a Hook or a Line,
Or an old piece of Twine,
Not even the end of his Claw, Claw, Claw,
Not even the end of his claw.
Yes a Bear has to fish with his Paw, Paw.
A Bear has to fish with his Paw."

"O it's wonderful how with a flick of your Wrist,
You can fish out a fish, out a fish, out a fish,
If I were a fish I just couldn't resist
You, when you are fishing that way, that way,
When you are fishing that way."

And at that the Lady slipped from the Bank,
And fell in the Stream still clutching a Rank,
But the Bear just sat there until she Sank;
As he went on fishing his way, his way,
As he went on fishing his way.

Theodore Roethke

C. ACTIVITIES RELATED TO BLOCK 126

writing in
legend form

* 1. Discuss with the pupils the following titles for a legend. Decide what might be in such a story. Then suggest that each pupil write his own story about one of the other titles.

- How the Skunk Got His Perfume.
- Why the Deer Has Antlers.
- Why the Rabbit Has Long Ears.
- Why the Giraffe Has a Long Neck.

word meanings

2. Which one has a different meaning?

a) a <i>string</i> of fish a ball of <i>string</i> a <i>string</i> of beads	b) His burnt finger was <i>smarting</i> . His sore toe was <i>smarting</i> . The boy was very <i>smart</i> .
c) There is a <i>catch</i> on the door. The ball player made a good <i>catch</i> . The fisherman made a good <i>catch</i> .	d) Bob <i>set</i> about his job. Mary will <i>set</i> the dishes on the table. Sue <i>set</i> the book down.

(related to
Interpretation
Lesson 57)
noting details

3. Have the pupils re-read the story "Gillipoo" and underline all the phrases and sentences that tell what Gillipoo did in the circus.

(related to
Listening
Lesson 51)
comparing

* 4. Have the pupils compare how the fox tricked the bear in the story "Why the Bear is Stumpy-Tailed" with the way in which the kitten tricked the snake in the story "The Lion-Hearted Kitten."

(related to
Listening
Lesson

5. The funny old gentleman in the story "Master of All Masters" had his own names for various things. Can you think of other words that mean the same as these?

53) synonyms

- | | | | |
|---------|--------|--------------|----------|
| stove | parlor | chesterfield | highway |
| ice-box | car | street | tale |
| | | cab | basement |

BLOCK 127

I SKILLS LESSONS

A. LISTENING

To enjoy picturesque language

Lesson 55: page 578

Lesson 56: page 520

B. WORD PERCEPTION

Phonetic analysis – knowledge of syllables

Lesson 51: page 281

Lesson 52: page 282

Practice Book: page 106

C. INTERPRETATION

Understanding sentence meaning – picturesque language

Lesson 59: page 288

Lesson 60: page 289

Practice Book: page 4

D. SPELLING

Page 348	Word list	1. stand stood still	2. I'd he'd climb	3. told
	Test-Study	open opened	opening girl	or letter

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(No preliminary discussion is suggested.)

B. READER SELECTION

“GIBBLE GABBLE”

(The little green goblin really got in a pickle when he disobeyed his mother.)

1. Vocabulary

Core words:

Page 350 excited
 explain

Review words:

Page 351 I'd
 he'd

Page 356 climb

Other words:

Page 348	gherkin shied trouble	Page 352	frantically
Page 349	drawer bureau	Page 353	fought brine
Page 350	suggested dreadful a sigh of relief	Page 354	cellar dizziness
Page 351	cucumber enough deaf	Page 355	circled certain gnaw situation
		Page 356	strength

2. Directing the reading

Before pupils open their books ask them if they have ever seen a goblin. Ask what they think a goblin looks like. Can they think of a name for a goblin? Have the pupils open their books, look at the first picture and compare it with their ideas of a goblin. Then ask them what this goblin's name is.

This is a delightful story and you may want to have your pupils (especially your better readers) read the whole story before discussing it.

Understanding
sentence
meaning –
picturesque
language

B

A

Page 348

Read the first paragraph

What does Gobble Gobble resemble?
How big is he? (*Clarify the use of
“one whit” if necessary.*)

How does the writer tell us exactly how
Gobble Gobble looked?

What kind of goblin was Gobble Gobble?

What was one of his favorite tricks?

What does “the horse shield” mean? Why did it act in this way?
Pronounce the goblins full name

Page 349

What did Gobble Gobble suggest that his
mother do? Did he expect her to do it?

Why did Gobble Gobble suggest the bell?
How do you think he looked when his mother
brought the bell?

Page 350

How did Gobble Gobble feel with a bell
around his neck? How did he show he
was embarrassed? What could Mrs. Goblin
hear all day? When did her trick not
work?

Did green Gobble Gobble really turn red?
What frightened Mrs. Goblin? Show how she
sighed when she found him.

Page 351

What did Mrs. Goblin warn Gobble Gobble about?
How often did she warn him?
Why does he think he’s safe?
Is he?

Page 352

What happened to Gobble Gobble? What
did he do? What did his mother do?

Why did Mrs. Goblin think Gobble Gobble
was diving in the pool?

How did she learn what happened?

Page 353

How did Gobble Gobble try to save
himself?

Why did the writer say Gobble Gobble
“fought bravely”?

How do you know he didn’t like the salty water?

Where is Gobble Gobble finally put?
What does he do in the pickle jar?

Did Gobble Gobble give up easily?

Page 354

What is it like in the farmer’s cellar?
Why did Gobble Gobble have to eat
pickles? How did he feel afterwards?
What surprised the little mouse?

What did the farmer’s wife do with the pickles?
What was Gobble Gobble’s plan? How do you
know it’s working?

Page 355

How do you know the mouse is surprised by what he sees?
Show how Gobble Gobble spoke.....

How did the mouse rescue him?

What really saved Gobble Gobble?

Page 356

Why can’t Gobble Gobble climb out?
Why is he still unhappy after he is out of the jar?
What do you think they had for tea?

3. Following the reading

Practice Book

a) Use Practice Book page 107.

C. ACTIVITIES RELATED TO BLOCK 127

sequence in
illustration

1. "Gibble Gabble" would be a delightful story for the pupils to illustrate in episodes, creating a mural effect.

adjectives

*2. Put the following sentence on the chalkboard.

"Gibble Gabble was a *naughty* goblin."

Have the pupils substitute other appropriate adjectives for *naughty*.

Using the sentences below have the pupils think of other adjectives. Each pupil should list as many adjectives as he can and be prepared to read each sentence inserting different adjectives.

- a) I have a *little* bell in the top drawer of my bureau.
- b) Why had he ever suggested such a *dreadful* thing!
- c) She ran into the deep wood.
- d) It was damp there in the cellar, and cold.

Poem

Page 357,

OUT AND AWAY

THE GOBLIN

Gibble Gabble Goblin lived outdoors but the goblin in the poem lives in *our* house. Tell the pupils about such a goblin who loves to play tricks. Then read the poem just for fun.

Have the pupils open their readers, read the poem silently, then tell all the things the goblin does.

Re-read the poem as the pupils follow in their books. Use your voice to indicate the changing actions.

Have one or two pupils read the poem.

The poem is excellent for choral speaking. Encourage the pupils to memorize it. Experiment with a variety of choral speaking arrangements.

BLOCK 128

I SKILLS LESSONS

A. LISTENING

(No lessons suggested for this block)

B. LISTENING

Phonetic analysis — using context and phonics to identify unknown words

Lesson 53: page 284

Practice Book: page 108

Lesson 54: page 284

Practice Book: page 109, 110, 111

C. INTERPRETATION

(No lessons suggested for this block)

D. SPELLING

Page 349	Word list	1. bring drink glad grass	2. nice	3. bath soap water
	Test-Study	looked put	hard first	horse birthday

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(No preliminary discussion is suggested.)

B. READER SELECTION

“MRS. GOOSE’S BATH”

1. Vocabulary

Core words:			
	Page 359	remember(ed)	
Review words:			
	Page 358	nice	
Other words:			
	Page 359	forgotten	Page 362 probably waddled
	Page 360	linen	
		whispered	

2. Directing the reading

Introduce the title and ask the pupils how they would expect a goose to feel about taking a bath. Will this be a true story or a make-believe one? How do they know?

Understanding
sentence
meaning —
picturesque
language

These questions will assist in developing an understanding of the picturesque language used in this selection.

	B	A
Page 358	How does Mrs. Goose usually keep clean?	Who is the main character in the story? How do you know that there may be someone else in the story? Who is it? Is it one person? How do you know?
	What preparation did Mrs. Goose make for her bath?	How does the author help you to visualize or to see what Mrs. Goose is doing?
Page 359	Why didn't Mrs. Goose take her bath right away?	
	What did she mean when she said "Now for it!"	How do you know that she thinks she's ready?
	Was she ready?.....	
Page 360	What words does the author use to describe Mrs. Goose's movements as she gets the wash-cloth?	How does the author help you to visualize Mrs. Goose's movements?
	Pretend that you are Mrs. Goose getting the wash-cloth. What would you do?	
	Why did the author use the word order in this sentence — "Soap, wash-cloth, me; soap, wash-cloth me?"	There are three sentences on this page that show how mixed-up Mrs. Goose is. Which ones are they?

B

A

Page 361

What did Mrs. Goose hear? Who was making the noise? Is this one duck or more? How do you know?

Why do you think the author called the three ducks “Three-Ducks?”

How did Mrs. Goose attract the attention of Three-Ducks?
What would you say in a similar situation?

Page 362

How did the ducks walk? What did they do when they came in? Why does the author list the things all over again?

Page 363

Why are “funny and forgettery” and “blinked her black eyes” good phrases for the author to use?

Why is “funny and forgettery” a good phrase to use? Find another phrase describing Mrs. Goose.

Find the best sentence about Three-Ducks and tell why you chose it.

Oral discussion

Discuss the fact that Three-Ducks weren’t laughing in a mean way and that Mrs. Goose enjoyed the joke on herself.

3. Following the reading

Practice Book

- a) Use Practice Book page 112.
- b) Re-read the story about Mrs. Goose that was used in Listening Lesson 21 – “The Red Skirt”.

C. ACTIVITIES RELATED TO BLOCK 128

writing a story

- * 1. Individual Writing – “A Joke on Myself.”
Discuss with the pupils times when someone has laughed at them. Was it easy for you to laugh too? Hard to laugh? Have each pupil write about one of those times.

descriptive words

- 2. Think of other descriptive words for each underlined word.

a damp <u>cloth</u>	her long funny <u>neck</u>
two soft <u>towels</u>	her black <u>eyes</u>
a piece of pink <u>soap</u>	<u>laughing</u> so hard

alliteration

- 3. a) Read these phrases to the pupils. Point out that the beginning sounds of the important words are the same. Have the pupils complete the (b) section.

<i>waiting to be washed</i>	<i>sizzling on the stove</i>
<i>funny and forgettery</i>	<i>blinked her black eyes</i>

- b) Fill in the blanks.

waddled to the _____	muffin
the whistling _____ wind	window
Mike, the _____ man	whispering
a ruby red _____	rose

- c) Have the pupils make up some similar ones of their own.

BLOCK 129

I SKILLS LESSONS

A. LISTENING

To recognize relationships — analogous

Lesson 57: page 523

Lesson 58: page 524

B. WORD PERCEPTION

Structural analysis — review plural and possessive endings

Lesson 91: page 314

Practice Book: page 113

C. INTERPRETATION

Recognizing relationships — analogous

Lesson 61: page 420

STORIES TO STUDY A and B: page 120

Lesson 62: page 421

STORIES TO STUDY A and B: page 122

D. SPELLING

Page 349	Word list	1. dishes grades moon's yours	2. lost	3. gold silver fairy
	Test-Study	before after	babies ladies	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(No preliminary discussion is suggested.)

B. READER SELECTION

“THE WOODMAN’S AXE”

(Greediness is the spoiler of good fortune)

1. Vocabulary

Core words:

Page 365 mine

Page 366 yours

Review words:

Page 364 lost

Other words:

Page 365 trouble

Page 366 iron

Page 367 honest

2. Directing the reading

Present the title. Discuss the meaning of “woodman.”

The analogy will be brought out in the follow-up discussion. Guide the reading with questions that direct attention to relevant details in the story.

Recognizing
relationships —
analogy

B

- Page 364 Why did the woodman work so hard? Why couldn't he buy another axe?
- Page 365 What did the water fairy bring to the woodman? Did the fairy really think the woodman would have a golden axe?
- Page 366 Why was the woodman so glad to see his axe? Why did the fairy give him the other axes? What will he do with them?
- Page 367 Why did the second woodman throw his axe in the water? Is he honest? Will the fairy give him a golden axe?

A

- Why is the axe so important to the woodman?
- Why did the fairy bring up a gold and a silver axe?
- What was the woodman's reward for being honest? What did he plan to do with the wonderful axes? How do you think the second woodman felt when he saw the axes?
- Why is the woodman crying? Will he get a golden axe?

Could the woodman have had a golden
axe? Why didn't he get one? Is he as
well off as before he met the fairy?

Did the woodman get what he deserved?

Following the reading, discuss how the poor woodman must have felt when he saw the golden axe. Pupils should be aware that he must have been tempted to claim it but instead honestly stated it was not his — and that honesty brought its own reward.

Without belaboring the moral, relate this to our lives today. Pupils will be able to cite instances when it seemed easy and advantageous to be dishonest.

3. Following the reading

Practice Book

a) Use Practice Book page 114

Poem

b) **I KEEP THREE WISHES READY**

I keep three wishes ready,
Lest I should chance to meet,
Any day a fairy
Coming down the street.

I'd hate to have to stammer,
Or have to think them out,
For it's very hard to think things up
When a fairy is about.

And I'd hate to lose my wishes,
For fairies fly away,
And perhaps I'd never have a chance
On any other day.

So I keep three wishes ready,
Lest I should chance to meet,
Any day a fairy
Coming down the street.

Annette Wynne

C. ACTIVITIES RELATED TO BLOCK 129

oral—
analogy

* 1. Have the pupils think of other stories that have the same theme as "The Woodman's Axe," for example, "The Fisherman and His Wife," "The Goose and the Golden Eggs." Have the pupils tell one of the stories in their own words.

writing

* 2. Discuss with the pupils what should be done when money is found. Point out the danger of a dishonest person wrongly claiming the money. Should the finder expect a reward? Write a story about someone finding some money.

(related to
Interpretation
Lesson 62)
inferring

3. Ask: "Why didn't the city mouse worry about the dangers?" Elicit the answer that he is used to them and accepts them as part of his daily life. Comment that there are probably similar dangers in the country that the country mouse ignores.
Have the pupils develop a list of things in the country that would probably frighten the city mouse.

(related to
Interpretation
Lesson 62)
dramatization

* 4. Pupils might dramatize the visit of the city mouse to the country and his search for food.

BLOCK 130

I SKILLS LESSONS

A. LISTENING

To pupils' oral reading

B. WORD PERCEPTION

Structural analysis — review comparative suffixes

Lesson 92: page 315

Practice Book: page 115

C. INTERPRETATION

Oral reading

Lesson 71: page 429

STORIES TO STUDY A and B: page 123

D. SPELLING

Page 350	Word list	1. prettier prettiest few most	2. last	3. wind
	Test-Study	read reads	thing think	morning

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(No preliminary discussion is suggested.)

B. READER SELECTION

“MRS. BIMM’S THREE HATS”

1. Vocabulary

Core words:

Page 373	lovely	Page 376	hurry
Page 375	hurried		

Review words:

Page 372	last
Page 376	used

Other words:

Page 396	invited	Page 372	remained
Page 370	perched	Page 374	pigeon
Page 371	decided	Page 376	sensible

2. Directing the reading

Present the title and discuss briefly current styles in hats, women’s tendency to like and purchase many hats, men’s tendency to make fun of the outlandish styles. It will be interesting to note differences in boys’ vs. girls’ opinions of “pretty hats.”

Oral reading
to emphasize
visual and
auditory
imagery

Because the detailed teacher’s guidance of this story is to be directed to oral reading, and because this will take some time, it will be wise to allow the pupils to read the entire story silently first for enjoyment. After all pupils have read the story silently, follow the detailed suggestions as outlined below. Both A and B groups should be able to participate in similar activities. Thus only one set of questions is provided. B groups may need a slightly longer period of time in preparation for oral reading.

Page 369

Have the pupils close their eyes as *you* read the first “verse,” with a slight pause after each line. This reading should help pupils to “see” the three hats on a shelf, in a row. Ask what they see.

Now have pupils open their books, look at the picture on page 369 and prepare the page for oral reading. Remember that pupils should have perfect word perception before reading orally. Encourage pupils to read in such a way that class members will visualize one hat after another.

Page 370

Have pupils examine the pictures and tell what happened to the green hat, what Mrs. Bimm would hear when this happened, and in what tone of voice she would talk. In the oral reading have pupils bring out the noise of the wind and Mrs. Bimm’s excitement and indecision.

Page 371

In preparing this page have the pupils pay particular attention to the effect produced by use of the following words and phrases. You may wish to have several pupils read each before the entire page is read aloud —

- “wind was waiting”
- “snatched the flat pink hat”
- “Woooooooosh!”
- “Up, up went the hat
then down, down, down.”
- “floated like a pink flower”

Pages
372-373-374

Pupils should be aware of the contrast in these three pages with description and ordinary conversation building up to a climax in both action and emotion. They should also note opportunities for variety through use of words “a wee, wee, frog” “be *very* careful” (pages 372 and 373).

Page 374

Have pupils tell how the author helps you to see what is happening. Have them provide descriptive words for how Karl expressed pleasure, and how Mrs. Bimm indicated approval and warning.

After the discussion have pages 372-374 read aloud.

Pages 375-376

Instruct pupils to prepare the last two pages for reading aloud, taking into consideration (a) changes in the way the characters feel, (b) clues provided by the author in format and printing which will help the reader to convey action and emphasis.

Pupils will enjoy hearing this story in its entirety even though sections have already been read aloud.

3. Following the reading

Practice Book

a) Use Practice Book page 116.

C. ACTIVITIES RELATED TO BLOCK 130

remembering
details

1. List the correct words under each hat. Add some words of your own.

<u>green hat</u>	<u>pink hat</u>	<u>yellow hat</u>	<u>blue hat</u>
large	last	flower	haystack
old	flat	floating island	bird's home
nest	frog's home	round	pill-box
pail	sensible	new	pretty
goldfish bowl			

writing - poetry

* 2. The fanciful story “Mrs. Bimm’s Three Hats” could provide motivation for poetry writing. Pupils could choose one hat, illustrate it and write a poem about it. The suggestions given previously about poetry writing could be used to advantage here.

BLOCK 131

I SKILLS LESSONS

A. LISTENING

For sensory imagery

Lesson 59: page 525

B. WORD PERCEPTION

Structural analysis – Review suffixes

Lesson 93: page 316

Practice Book: page 117

C. INTERPRETATION

Forming sensory impressions

Lesson 63: page 422

STORIES TO STUDY A and B: page 123

D. SPELLING

Page 350	Word list	1. baker cleaner worker	2. round around	3. race
	Test-Study	better much	face cry	large milk

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(No preliminary discussion is suggested.)

B. READER SELECTION

“THE HARE AND THE TORTOISE”

1. Vocabulary

Review words:

Page 377 round

Other words:

Page 377 challenge
 accept
 course
 contempt

2. Directing the reading

Present the title. Pupils may recall the story. Tell them that this is an old, old story told to teach people a lesson. Suggest that they look for the lesson as they read.

Page 377

B

Read the first half of the page.

To whom is the hare boasting? Why does he think he’s so clever? Does he think the tortoise can beat him?

Read the rest of the page.

What did the hare do in the middle of the race? What is the tortoise doing? When did the hare wake up? Did he plan to sleep this long?

Why was the tortoise able to beat the hare?

Discuss the meaning of the last sentence.

A

Suppose you were an artist and were asked to illustrate this story. What would your picture show? Why did the tortoise accept the challenge?

Why does the hare lie down in the middle of the race? What word shows how slowly the tortoise is going? Did the hare mean to sleep so long?

3. Following the reading

Practice Book

a) Practice Book page 118.

C. ACTIVITIES RELATED TO BLOCK 131

writing

*1. Discuss the dangers of over-confidence in any contest. Why is over-confidence dangerous? What does it make you do? Write a story of a game in which one team wins because the other team is over-confident.

(related to
Interpretation
Lesson 63)
dramatization

- * 2. Have pupils dramatize the conversation that took place between
- a) the bus driver and his wife at dinner;
 - b) a boy who met the elephant on the street, and his teacher;
 - c) the lady with the red hat and a friend she met next day.

—description

- * 3. Have pupils write a description of one of the people on the bus, after the elephant sneezed.

—descriptive
words

4. Develop a list of words to describe the story situation.
(funny, amusing, comical, hilarious, ridiculous, etc.)

Poem

Pages 378-379,
OUT AND AWAY

THE DONKEY

This nonsense poem should be read just for fun.

Read it to the pupils several times before asking them to read it.

Perhaps on the second reading, the pupils could join in on the line: "Lav - lav - lavender" in each stanza. Then on the third reading they would repeat that, and also read the last line of each stanza.

After the pupils have had time to prepare the poem, choose three of them, one to read each verse. Have the class join in on the last four lines of each.

BLOCK 132

I SKILLS LESSONS

A. LISTENING

For sensory imagery

Lesson 60: page 527

B. WORD PERCEPTION

Phonetic analysis – using phonics to identify unknown words

Lesson 55: page 285

Practice Book: page 119

Lesson 56: page 286

Practice Book: page 121

C. INTERPRETATION

Forming sensory impressions – visual

Lesson 64: page 423

STORIES TO STUDY A and B: pages 125-126

D. SPELLING

Page 351	Word list	1. only herself ever	2. well won't	3. talk rode
	Test-Study	from were	farm farmer	man men

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(No preliminary discussion is suggested.)

B. READER SELECTION

“A GARAGE FOR GABRIEL”

1. Vocabulary

Core words:

Page 380	paint
Page 381	whispered

Review words:

Page 381	well
	won't

Other words:

Page 380	Gabriel	Page 382	college
	garage		determined
	sign		
	specially	Page 383	engine
Page 381	excitement	Page 384	awful
	mercy	Page 385	naturally
			hinges

2. Directing the reading

Present the story title.

Forming
sensory
impressions

Suggested questions will help pupils to develop sensory impressions. The vivid descriptive words used by the author will help pupils to do this.

B

A

Page 380 Describe Gabriel. Describe the car he'd like to look like.

Compare Gabriel's appearance, home, and expected performance on the road with those of a new car.

Why do you think he wants a garage so much?

Page 381 How did Gabriel feel when the ladies came along? How did he act? How do you know? Why did he do this? Did the ladies like this? How do you know? How did Gabriel feel now?

How did the feelings of the ladies change? Why? How did Gabriel's feelings change? Why?

What do you think the two ladies were doing while Gabriel whizzed around?

B

A

Pages 382-383

What parts of Gabriel would the college boy look at before he tried him out?

What parts of the car would the college boy and the young lady be most interested in?

Why did Gabriel make such noises for the young lady?

Describe the changes in the boy's face and the lady's face from the time each got into Gabriel until they got out.

Page 384

Four people have tried Gabriel. Which of them heard nothing? saw no movement? smelled nothing?

How would the man who couldn't start Gabriel look when he left? How would the car dealer look? sound?

Page 385

How did Jimmy's Dad feel about his purchase? He had a busy time working on Gabriel. Read the words that tell what he did. What would you hear and smell at this time?

Many things happen to Gabriel on this page. Find each in order and tell –
(a) what happened
(b) what you see
(c) what you hear
(d) what you smell.
Both Gabriel and Jimmy's family are involved.

Page 386

How did Gabriel look when he was bought? How did other cars treat him before? How does he look, act, feel now? Why?

Contrast Gabriel now with the Gabriel described on page 380 (appearance, attitude, feelings) and give reasons for the changes.

Would you change the picture so that it would describe what you see, hear, or smell in a better way?

3. Following the reading

Practice Book

a) Use Practice Book page 122

C. ACTIVITIES RELATED TO BLOCK 132

description

*1. Have pupils write a complete description of either "Gabriel before" or "Gabriel after."

oral

*2. Have pupils tell what each prospective buyer might have said during his trial run, and as he left.

BLOCK 133

I SKILLS LESSONS

A. LISTENING

(No lessons suggested for this block)

B. WORD PERCEPTION

Phonetic analysis – using phonics to identify words

Lesson 57: page 287

Practice Book: page 123

Lesson 58: page 287

Practice Book: page 124

C. INTERPRETATION

Oral reading

Lesson 72: page 430

STORIES TO STUDY A and B: page 127

Lesson 73: page 430

STORIES TO STUDY A and B: pages 127-128

D. SPELLING

Page 351	Word list	1. short	2. isn't	
		shut	six	
		such	top	
	Test-Study	ride	cent	sister
		what	cost	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(No preliminary discussion is suggested.)

B. READER SELECTION

“THE FOUR MUSICIANS”

1. Vocabulary

Other words:

Page 387	musicians characters act scene curtain stage faithfully	}	introduce these terms in the introduction to play reading
Page 388	mournfully		
Page 389	calm bedraggled	Page 391	swords circle ghosts
Page 390	dreadful indicate	Page 392	comfort treasure

2. Directing the reading

This is the first time the pupils have been asked to read a play. You might prepare them for this literary form by recalling situations when, in oral reading lessons, they have taken parts and read just the words of the characters in a reader story.

Tell them that sometimes stories are written using *only* the words of the speaker. Such stories are called *plays* and are meant to be acted on a stage.

Turn to page 387. Explain

- a) the list of characters.
- b) the term “act”.
- c) the description of the scene.
- d) the directions to the characters (in italics and bracketed.)
- e) the method of designating the speaker (e.g. DONKEY.)
- f) the meaning of “entrance” and “enters”
(i.e., coming on to the stage.)

Begin by giving very complete guidance to aid pupils in following the play. Direct attention to the action on the stage and to the feelings of the story characters rather than to content.

After the first two or three pages, reduce the amount of guidance if you feel it is advisable for your class.

Page 387

Discuss the directions given for the donkey's entrance.
 Why does the donkey look so dejected? (*Clarify "put an end to me."*)
 What does he do in the middle of his speech? Can you imitate what he does?
 What is one thing the donkey is pleased about? Why?
 Who does the donkey mean when he says, "my friend?"
 Why do you think the dog is panting?
 How do you think the dog feels?

Page 388

Who speaks first on this page? How do you know?
 How does the dog feel? Why?
 What does the donkey do?
 Now who appears? How does he look? Why?
 How do you think the cat's voice sounds as he explains what happened?

Page 389

(Continue questioning in the same detail to make certain that the pupils understand both ideas and feelings. Only if these are understood clearly, will they be able to interpret the play either in oral reading or in an actual dramatization.)

Page 390

Discuss the meaning of "Act II" and the stage setting.

Continue the discussion to the end of the play. On page 393 be sure to bring out the significance of the Robber Captain's speech. Ask why he thought there were witches and pirates and goblins. Be sure also to contrast the feelings (and hence the tone of voices) of the animals at the end of the play with those at the beginning.

After the detailed discussion, have the pupils reread the whole play again silently as preparation for oral reading. Remind them that they must be certain of all the words. Then have the pupils choose their favorite character, and read through the play once more, concentrating only on the speeches of the character they have chosen.

Have the whole play read orally. Encourage the pupils to show feeling in their voices and strive for a good effect in the "singing" of the animals. The latter may need some practising.

3. Following the reading

Practice Book

- a) Use Practice Book page 125.
- b) You may want to use this simple play as a dramatization. If the pupils are thoroughly familiar with a character, it will be unnecessary to have speeches memorized as in the book. Encourage spontaneity.

C. ACTIVITIES RELATED TO BLOCK 133

writing a play

- * 1. Act as secretary at the chalkboard while the pupils write a co-operative play. The discussion might proceed around the following headings:

- a) Think of an incident. Be prepared to direct attention to a current activity or happening around the school, such as a recent visit of parents to the room when something exciting happened.
- b) List the characters. Decide what they are like.
- c) Describe the setting.
- d) Write the dialogue.

Keep the co-operative play short and interesting.
 Each child may then wish to write his own play.

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